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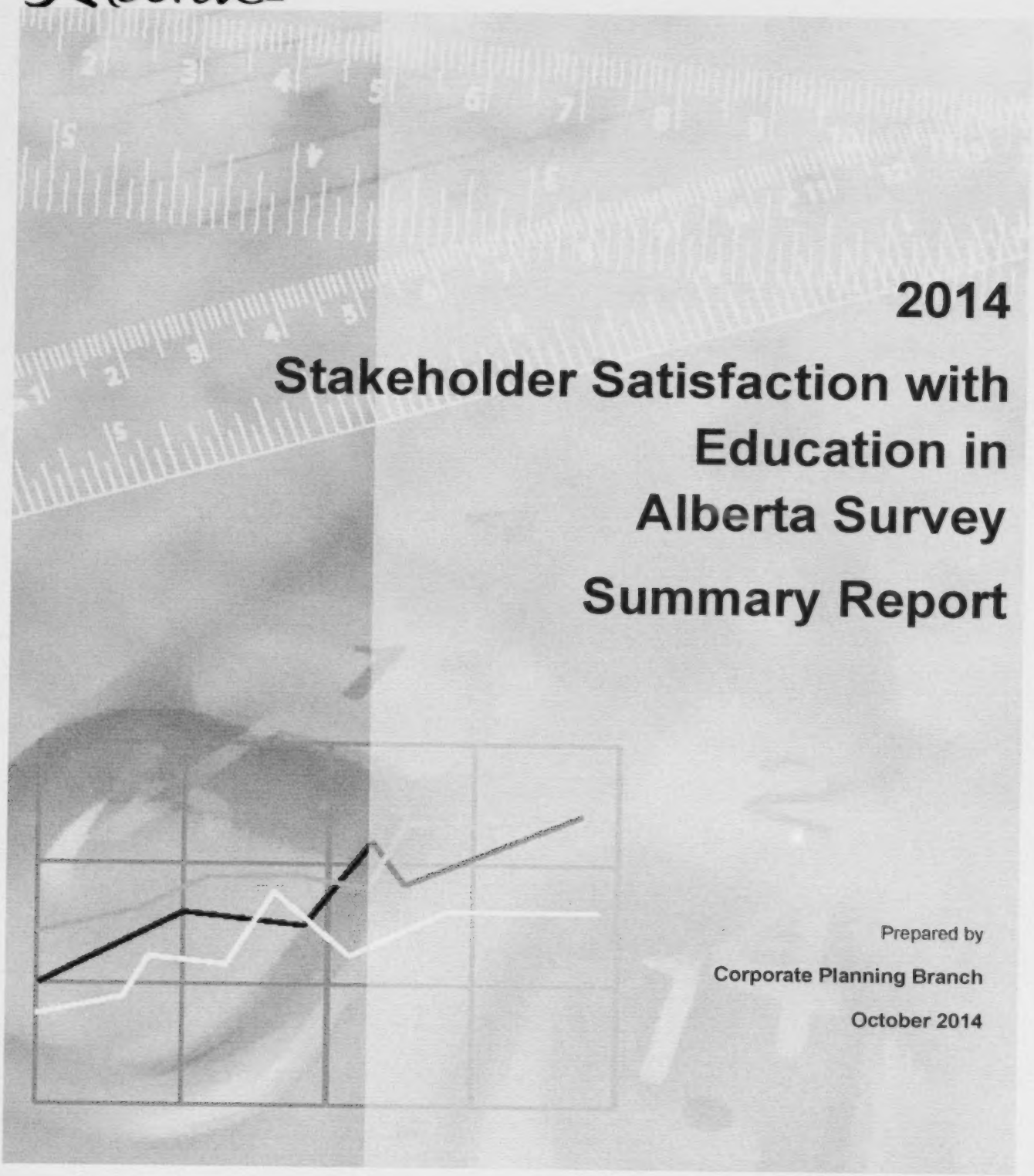

# 2014 Stakeholder Satisfaction with Education in Alberta Survey

# Summary Report

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October 2014

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ISBN 978-1-4601-1965-5 (Print)
ISBN 978-1-4601-1966-2 (PDF)

Available online: http://education.alberta.ca/admin/resources/satisfaction.aspx

# Contents


**Executive Summary** ..... i

**Meeting the Needs of Students** ..... 1

Quality of Education ..... 1

Quality of Teaching ..... 2

Core Subjects ..... 3

Learning Opportunities at School ..... 5

Social and Learning Environment at Schools ..... 8

Student Engagement in Learning at Schools ..... 15

**Preparation of Students** ..... 21

Preparation for Lifelong Learning ..... 21

Preparation for the Workforce ..... 24

**Communication and Involvement** ..... 34

Parental Involvement in Decision Making ..... 34

Communication with the Public ..... 40

**Leadership and Continuous Improvement** ..... 41

Improvement in Quality of Education ..... 41

Leadership ..... 44

Value for Money ..... 50

**First Nations, Métis and Inuit (FNMI) Results** ..... 51

**Appendix – Research Background and Methodology** ..... 79

# Executive Summary

Alberta Education conducts a set of annual telephone surveys to obtain feedback from education system stakeholders regarding their perceptions of Alberta's education system. Respondents for the surveys include senior high school students, self-identified Aboriginal high school students, parents of students in the K–12 education system, parents of self-identified Aboriginal students, parents of students with severe special needs, teachers in the K–12 system, school principals, school board trustees, superintendents, and the general public. Administration of the superintendent survey and principal survey has been done in alternate years since 2009, but the practice was changed this year, and both groups were surveyed. The surveys were conducted by CCI Research Inc. from mid-January to mid-March 2014.

The main objectives of this study were to determine stakeholders' satisfaction with:

- Alberta's education system meeting the needs of students, society, and the economy,
- The preparation of students for lifelong learning, employment and citizenship,
- Communication and stakeholder involvement in Alberta's education system, and
- Leadership and continuous improvement of Alberta's education system.

This report is primarily based on item level results related to department business plan measures.

**Key Findings**

- A high proportion of students (99%), principals (98%), school board trustees (97%), teachers (96%), superintendents (96%), parents (K–12: 90%, severe special needs: 83%), and the public (71%) were satisfied with the quality of education at schools.
- A high proportion of principals (98%), teachers (97%), school board trustees (97%), superintendents (96%), students (94%), and parents (K–12: 85%, severe special needs: 87%) were satisfied with the quality of teaching at schools.
- A high proportion of students, parents (K–12), teachers, principals, school board trustees, and superintendents indicated that they were satisfied with the variety of courses available to students (78% to 91%) and opportunities to learn about specific topics such as music, art, computers, health, and physical education (70% to 98%). However, satisfaction with the opportunity to learn about drama was low among teachers (68%) compared to other respondent groups (70% to 80%); satisfaction with the opportunity to learn about another language was low among school board trustees (60%) and superintendents (64%) compared to other respondent groups (73% to 78%). Similarly, satisfaction with the opportunity to learn about career education was low among teachers (58%), parents (Grade 7–12: 59%) and school board trustees (66%) compared to other respondent groups (70% to 82%).

- Students, parents, teachers, principals, school board trustees, and superintendents had varying perceptions (a range of 56% to 100%) about various aspects of the social and learning environment at schools.
- A high proportion of teachers (90%) and parents (Grade 7–12: 70%) were satisfied that high school students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. However, a relatively lower proportion of these respondent groups (teachers: 62%, parents: 59%) and the public (53%) were satisfied that high school students demonstrate these skills. A high proportion of students (93%) were satisfied that they have these skills.
- All the superintendents (100%) and a high proportion of principals (95%), teachers (82%), school board trustees (80%), and parents (Grade 7–12: 71%) and a lower proportion of the public (44%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Public (42%) and parent (Grade 7–12: 56%) satisfaction regarding whether students demonstrate attitudes and behaviours to be successful at work when they leave school was low compared to other respondents groups (76% to 96%).
- A high proportion of principals (95%), teachers (92%), superintendents (92%), school board trustees (90%), and parents (K–12: 80%, severe special needs: 76%) were satisfied with the opportunity for parental involvement in decisions at school.
- A low proportion of teachers (32%), parents (K–12: 48%, severe special needs: 54%), the public (38%), school board trustees (61%, a decrease from 2013), principals (65%), and a higher proportion of superintendents (79%) were satisfied that their input into the education of students is considered by Alberta Education.
- In general, a low proportion of the public (43%), parents (K–12: 52%, severe special needs: 53%), teachers (52%), school board trustees (59%), and about two-thirds of superintendents (66%) and principals (67%) agreed that Alberta's education system communicates effectively with the public.
- A high proportion of superintendents (98%), principals (89%), school board trustees (89%), teachers (76%) and parents (Grade 3–12: 73%), and a lower proportion of parents of severe special needs (66%) indicated that the quality of education at schools has improved or stayed the same in the past three years. Similarly, a high proportion of superintendents (87%), principals (82%), school board trustees (78%, a decrease from 2010 and 2012) and a lower proportion of parents (Grade 3–12: 58%, a decrease from 2010 and 2013) and teachers (55%, a decrease from 2010 to 2013) indicated that the quality of the Alberta K–12 system in general has improved or stayed same in the past three years.

- A high proportion of parents and teachers agreed that leadership at the school (K–12 parents: 86%, severe special needs parents: 85%, teachers: 84%) and leadership at the jurisdiction (K–12 parents: 80%, teachers: 75%, a decrease from 2010) effectively supports and facilitates teaching and learning. About three-quarters of superintendents (77%) and school board trustees (71%, an increase from 2011) and a lower proportion of teachers (42%, a decrease from 2010 to 2013), the public (43%), parents (K–12: 53%), and the principals (58%) agreed that the leadership at the provincial level effectively supports and facilitates teaching and learning.
- All the superintendents (100%) and a high proportion of principals (95%), school board trustees (92%), teachers (89%), parents (K–12: 78%, severe special needs: 78%) and about half of the public (52%, a decrease from 2010) were satisfied that they are receiving value for money spent in schools.
- A high proportion of self-identified Aboriginal students (98%) and parents of self-identified Aboriginal students (89%) were satisfied with the quality of education at schools. Similarly, a high proportion of these respondent groups (students: 94%, parents: 86%) were satisfied with the quality of teaching at schools.
- Self-identified Aboriginal students and parents of self-identified Aboriginal students had varying perceptions (a range of 61% to 96%) about various aspects of the social and learning environment at schools.
- About two-thirds of parents of self-identified Aboriginal students (Grade 7-12: 65%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was lower (56%). A high proportion of self-identified Aboriginal students (93%) were satisfied that they have these skills.
- About three-quarters of parents of self-identified Aboriginal students (74%) were satisfied with the opportunity for parental involvement in decisions at school.
- About half of parents of self-identified Aboriginal students (53%) were satisfied that their input into the education of students is considered by Alberta Education.
- Six in ten (60%) parents of self-identified Aboriginal students agreed that the leadership at the provincial level effectively supports and facilitates teaching and learning.

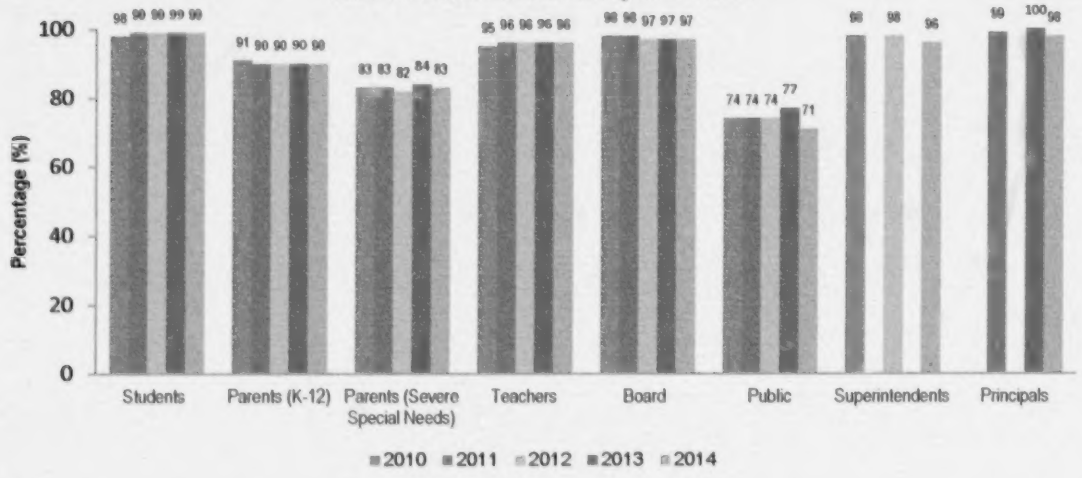
# Meeting the Needs of Students

## *Quality of Education*

**A high proportion of students, parents, teachers, principals, school board trustees, and superintendents were satisfied with the quality of education.**

A high proportion of students (99%), principals (98%), school board trustees (97%), teachers (96%), superintendents (96%), parents (K–12: 90%, severe special needs: 83%) surveyed were satisfied with the quality of basic education at schools. About seven in ten (71%) of the public were also satisfied with the quality of basic education at schools. Public satisfaction although relatively low is similar to previous results.

**Chart 1: Satisfaction with Quality of Education**



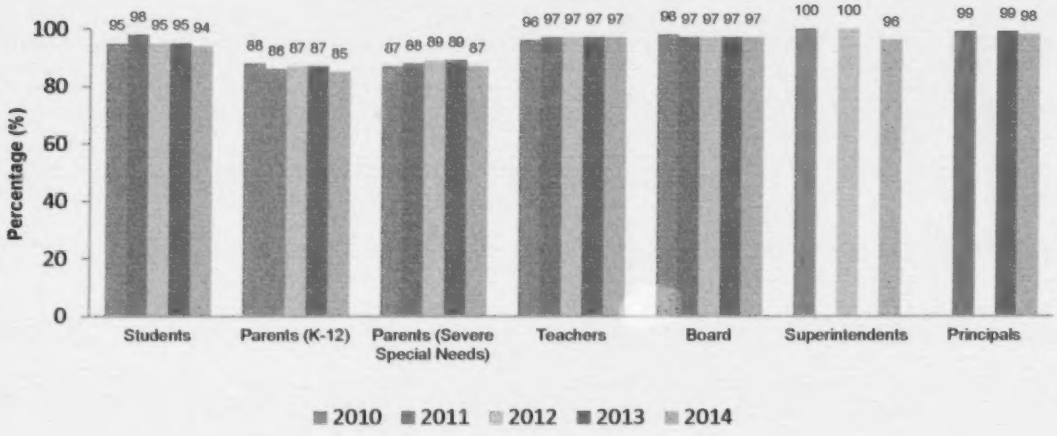

Throughout the survey each respondent group was asked questions from its perspective. For example, in this question, students were asked to rate the quality of education they are receiving; parents were asked how satisfied they were with the quality of education their child is receiving at school; teachers and principals were asked how satisfied they were with the quality of education students are receiving at their school; school board trustees and superintendents were asked how satisfied they were with the quality of education students are receiving in their jurisdiction; and the public were asked how satisfied they were with the quality of education that students are receiving in elementary, junior and senior high schools in their community.

## *Quality of Teaching*

**Students, parents, teachers, principals, school board trustees, and superintendents expressed a high degree of satisfaction with the quality of teaching at schools.**

A high proportion of principals (98%), teachers (97%), school board trustees (97%), superintendents (96%), students (94%), and parents (K–12: 85%, severe special needs: 87%) were satisfied with the quality of teaching at schools.

**Chart 2: Satisfaction with Quality of Teaching**



## *Core Subjects*

**A high proportion of parents of K–12 students, teachers, principals, school board trustees, and superintendents agreed that the curriculum focuses on what students need to learn in core subject areas, and a high proportion of students also agreed that they are improving in these core subject areas.**

Parents, teachers, principals, school board trustees, superintendents, and the public were asked to rate their level of agreement that the curriculum/program focuses on what students need to learn in a number of core subject areas (reading, writing, mathematics, science, and social studies). A high proportion of superintendents (85% to 96%), principals (75% to 94%), school board trustees (69% to 90%), teachers (70% to 88%), and parents of K–12 students (71% to 84%) agreed that curriculum focuses on what students need to learn in a number of core subject areas. Public agreement (62% to 78%) on the curriculum for these core subject areas was relatively lower compared to other respondent groups. Parents of students with severe special needs' level of agreement was also relatively lower than other respondent groups regarding whether the curriculum focuses on what students need to learn in mathematics (62%), writing (68%), and reading (73%). Note that parents of students with severe special needs were asked only to rate their agreement about reading, writing, and mathematics as core subject areas.

Students were asked to rate their agreement that they were getting better in these core subject areas. The majority of students agreed that they were improving in these core subject areas (86% to 92%).

The level of agreement on some of the core subject areas has decreased over time for some respondent groups. Parents agreement that the curriculum focuses on what students need to learn in writing has decreased by 9% compared to the 2010 result, while agreement with respect to mathematics has decreased by 10%-12% compared to the results from 2010-2013. Teachers agreement that the curriculum focuses on what students need to learn in mathematics has decreased by 12%-16% compared to the results from 2010-2013. Principals' agreement that the curriculum focuses on what students need to learn in mathematics has decreased by 18% from the 2011 result and 17% from the 2013 result. Similarly, school board trustees agreement that the curriculum focuses on what students need to learn in mathematics has decreased by 13%-17% compared to the results from 2010-2013.

Public agreement that the curriculum focuses on what students need to learn in the core subject area of writing has decreased by 8%-10% compared to the results from 2010-2012, while agreement with respect to mathematics has decreased by11%-15% from the 2010-2013 results.

**Table 1: Curriculum Focuses on What Students Need to Learn in Core Subject Areas**

| Core Subject Areas | Year | Students | Parents (K–12) | Parents (Severe Special Needs) | Teachers | Board | Public | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|---|
| Reading | 2010 | 93% | 90% | 75% | 92% | 93% | 77% | 98% | – |
| | 2011 | 94% | 88% | 74% | 89% | 91% | 79% | – | 95% |
| | 2012 | 92% | 85% | 73% | 89% | 93% | 81% | 95% | – |
| | 2013 | 92% | 86% | 74% | 91% | 94% | 81% | – | 96% |
| | 2014 | 91% | 84% | 73% | 88% | 89% | 78% | 94% | 94% |
| Writing | 2010 | 95% | 83% | 71% | 90% | 83% | 70% | 98% | – |
| | 2011 | 94% | 81% | 68% | 87% | 84% | 70% | – | 95% |
| | 2012 | 96% | 78% | 67% | 88% | 84% | 72% | 90% | – |
| | 2013 | 93% | 76% | 66% | 88% | 86% | 64% | – | 96% |
| | 2014 | 92% | 74% | 68% | 85% | 82% | 62% | 92% | 94% |
| Mathematics | 2010 | 92% | 83% | 69% | 86% | 86% | 74% | 85% | – |
| | 2011 | 90% | 82% | 67% | 85% | 82% | 78% | – | 93% |
| | 2012 | 89% | 81% | 63% | 82% | 83% | 78% | 80% | – |
| | 2013 | 87% | 82% | 66% | 84% | 86% | 75% | – | 92% |
| | 2014 | 88% | 71% | 62% | 70% | 69% | [illegible]% | 85% | 75% |
| Science | 2010 | 92% | 88% | – | 87% | 91% | 81% | 92% | – |
| | 2011 | 92% | 89% | – | 88% | 90% | 81% | – | 93% |
| | 2012 | 93% | 88% | – | 87% | 90% | 84% | 85% | – |
| | 2013 | 93% | 86% | – | 89% | 93% | 80% | – | 93% |
| | 2014 | 92% | 83% | – | 86% | 90% | 78% | 96% | 90% |
| Social Studies | 2010 | 91% | 82% | – | 78% | 84% | 73% | 91% | – |
| | 2011 | 89% | 82% | – | 79% | 82% | 74% | – | 88% |
| | 2012 | 90% | 81% | – | 79% | 84% | 76% | 87% | – |
| | 2013 | 83% | 82% | – | 80% | 84% | 73% | – | 89% |
| | 2014 | 86% | 79% | – | 75% | 82% | 72% | 89% | 83% |

## *Learning Opportunities at School*

**A high proportion of students, parents, teachers, principals, school board trustees, and superintendents were satisfied with the learning opportunities available at their school.**

Students, parents (K–12), teachers, principals, school board trustees, and superintendents were asked to rate their satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics (music, drama, art, computers, health, another language, career education, and physical education). Although the level of satisfaction varied across respondent groups, the majority of respondent groups were satisfied with the variety of courses available (78% to 91%), opportunities to learn about music (70% to 83%), opportunities to learn about art (78% to 91%), opportunities to learn about computers (80% to 96%), opportunities to learn about health (78% to 98%), and the opportunity to participate in physical education (86% to 97%).

Satisfaction with the opportunity to learn about drama was low among teachers (68%) compared to students (80%), superintendents (79%), parents (Grade 7-12: 77%), school board trustees (71%), and principals (70%). Satisfaction with the opportunity to learn about another language was low among school board trustees (60%) and superintendents (64%) compared to students (78%), teachers (77%), principals (74%), and parents (Grade 7-12: 73%). Satisfaction with the opportunity to learn about career education was low among teachers (58%), parents (Grade 7–12: 59%), and school board trustees (66%) compared to students (82%), superintendents (81%) and principals (70%).

The level of satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics has remained relatively stable over time for students, parents and principals. Teachers' satisfaction with students' opportunities to learn about drama (68%) has increased compared to the results of 2012. School board trustees' satisfaction with opportunities for students to learn another language (60%) has decreased compared to previous results, while satisfaction with respect to career education decreased compared to 2010 and 2011 results. Superintendents' satisfaction with opportunities to learn about career education (81%) has increased compared to the 2012 result.

## Table 2: Satisfaction with Learning Opportunities at School

(continued on next page)

| Questions | Year | Students | Parents (K-12) | Teachers | Board | Superintendents | Principals |
|---|---|---|---|---|---|---|---|
| Variety of subjects available | 2010 | 91% | 85% | 89% | 84% | 94% | – |
| | 2011 | 90% | 85% | 90% | 85% | – | 95% |
| | 2012 | 90% | 85% | 89% | 84% | 85% | – |
| | 2013 | 91% | 87% | 93% | 82% | – | 93% |
| | 2014 | 91% | 86% | 89% | 78% | 89% | 91% |
| Opportunities to learn about music | 2010 | 79% | 80% | 84% | 74% | 80% | – |
| | 2011 | 77% | 82% | 85% | 71% | – | 85% |
| | 2012 | 83% | 82% | 82% | 68% | 72% | – |
| | 2013 | 82% | 83% | 85% | 69% | – | 86% |
| | 2014 | 82% | 82% | 83% | 70% | 77% | 81% |
| Opportunities to learn about drama* | 2010 | 81% | 75% | 66% | 71% | 77% | – |
| | 2011 | 80% | 72% | 64% | 70% | – | 71% |
| | 2012 | 83% | 73% | 60% | 67% | 73% | – |
| | 2013 | 82% | 79% | 69% | 69% | – | 69% |
| | 2014 | 80% | 77% | 68% | 71% | 79% | 70% |
| Opportunities to learn about art | 2010 | 85% | 83% | 87% | 79% | 88% | – |
| | 2011 | 86% | 84% | 87% | 77% | – | 91% |
| | 2012 | 89% | 84% | 87% | 73% | 82% | – |
| | 2013 | 90% | 87% | 88% | 75% | – | 92% |
| | 2014 | 89% | 86% | 88% | 78% | 79% | 91% |
| Opportunities to learn about computers | 2010 | 85% | 85% | 86% | 97% | 97% | – |
| | 2011 | 85% | 85% | 86% | 96% | – | 91% |
| | 2012 | 85% | 82% | 87% | 97% | 95% | – |
| | 2013 | 83% | 86% | 85% | 96% | – | 88% |
| | 2014 | 80% | 83% | 84% | 92% | 96% | 86% |
| Opportunities to learn about health | 2010 | 73% | 87% | 88% | 90% | 97% | – |
| | 2011 | 76% | 86% | 85% | 92% | – | 97% |
| | 2012 | 77% | 84% | 87% | 90% | 92% | – |
| | 2013 | 80% | 86% | 87% | 90% | – | 95% |
| | 2014 | 78% | 87% | 87% | 89% | 98% | 95% |
| Opportunities to learn another language* | 2010 | 83% | 71% | 78% | 69% | 72% | – |
| | 2011 | 81% | 69% | 78% | 71% | – | 82% |
| | 2012 | 81% | 70% | 72% | 73% | 68% | – |
| | 2013 | 81% | 70% | 76% | 71% | – | 82% |
| | 2014 | 78% | 73% | 77% | 60% | 64% | 74% |

| Questions | Year | Students | Parents (K-12) | Teachers | Board | Superintendents | Principals |
|---|---|---|---|---|---|---|---|
| Opportunities to learn about career education* | 2010 | 89% | 59% | 58% | 74% | 83% | – |
| | 2011 | 87% | 62% | 57% | 74% | – | 69% |
| | 2012 | 87% | 61% | 53% | 69% | 67% | – |
| | 2013 | 86% | 65% | 57% | 70% | – | 64% |
| | 2014 | 82% | 59% | 58% | 66% | 81% | 70% |
| Opportunities to participate in physical education | 2010 | 98% | 88% | 93% | 88% | 94% | – |
| | 2011 | 97% | 89% | 92% | 93% | – | 98% |
| | 2012 | 97% | 86% | 92% | 90% | 92% | – |
| | 2013 | 97% | 88% | 93% | 90% | – | 96% |
| | 2014 | 97% | 86% | 93% | 88% | 91% | 97% |

*Asked only to parents of Grades 7-12 students in the Parents Survey

## *Social and Learning Environment at Schools*

**Students, parents, teachers, principals, school board trustees, and superintendents held varying perceptions about aspects of the social and learning environment at schools.**

Students, parents, teachers, principals, school board trustees, and superintendents were asked to rate their agreement with a series of statements about the social and learning environment at schools. Overall, in 2014, the majority of respondents across groups agreed/were satisfied that:

- Students find school work interesting (68% to 95%),
- Students find school work challenging (72% to 98%),
- Students clearly understand what they are expected to learn at school (62% to 96%),
- Students feel safe at school (90% to 99%),
- Students feel safe on the way to and from school (83% to 98%),
- Teachers care about students (91% to 100%),
- Teachers are knowledgeable about the subjects they teach (students: 91%),
- At school students treat each other well (82% to 99%),
- Students are treated fairly by adults at school (89% to 100%),
- At school students are encouraged to get involved in activities that help people in the community (76% to 96%),
- At school students are encouraged to try their best (91% to 100%),
- At school students follow the rules (73% to 100%),
- At school students help each other (79% to 100%),
- At school students respect each other (77% to 98%),
- There is mutual respect between teachers and students at school (85% to 97%),
- There is mutual trust between teachers and students at school (81% to 98%),
- It is easy to get help with school work at school if needed (71% to 94%),
- Students can get help at school with problems that are not related to school work (69% to 93%),
- When needed teachers at school are available to help students (84% to 100%),
- Students respect the diversity among people (88% to 94%),
- Students take responsibility for their actions (75% to 87%),
- Students volunteer for activities that help others (79% to 92%),
- Students are encouraged to participate in school services, such as attending special events or helping in the library (76% to 91%),
- Students are encouraged to get involve in global issues, such as the environment, world hunger, disaster relief (73% to 90%),

- School promotes physical activity, health and wellness (92% to 99%),
- Students are learning about how to stay healthy (77% to 99%),
- Students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events (56% to 87%),
- The gym, playground, and other facilities such as sports fields and fitness areas at school meet the daily physical activity needs of students (67% to 91%),
- Schools are contributing to students' development of intellectual skills (75% to 94%),
- Schools are contributing to students' development of social skills (84% to 93%),
- School are contributing to students' development of physical abilities (84% to 92%),
- Schools are contributing to students' development of emotional well-being (70% to 90%),
- Students reporting at least one day of physical activity (of at least 30 minutes duration) at school in the past five school days (students: 59%; teachers: 89%),
- Experience at school is contributing to students' growth in developing clear career goals (students: 80%), and
- Subjects learned at school have practical applications in the real world (students: 75%; parents: 83%).

The level of agreement on the statements related to social and learning environment at schools has remained relatively stable over time for most of the respondent groups with some exceptions. Student agreement that students are encouraged to get involved in global issues, such as the environment, world hunger, disaster relief (73%) has decreased compared to the 2010 result. Students' agreement that experience at school is contributing to growth in developing clear career goals has decreased compared to the 2010-2012 results.

Students' agreement that they have healthy food choices in the school cafeteria, canteen and vending machines, and at classroom and school events (76%) has increased compared to the 2010 and 2011 results. Similarly, parents' agreement (56%) has increased compared to the 2010 result and teachers' agreement has increased compared to the 2010-2013 results. Note however that there was a wording change to this item in 2014 to include classroom and school events, and this could have contributed to the observed difference in agreement.

School board trustees' agreement that students clearly understand what they are expected to learn at school has decreased compared to the 2010-2011 results. Superintendents' satisfaction that the gym, playground, and other facilities such as sports fields and fitness areas at schools in their jurisdiction meet the daily physical activity needs of students has increased compared to the 2012 result, although the wording of this question changed in 2014, and this change may have contributed to the observed difference in results.

## Table 3: Social and Learning Environment at Schools

(continued on next four pages)

| Questions | Year | Students | Parents (K-12) | Parents (Severe Special Needs) | Teachers | Board | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|
| School work is interesting | 2010 | 81% | 77% | 70% | 92% | 90% | 95% | – |
| | 2011 | 81% | 77% | 75% | 92% | 90% | – | 96% |
| | 2012 | 83% | 76% | 73% | 95% | 90% | 98% | – |
| | 2013 | 81% | 77% | 76% | 94% | 87% | – | 98% |
| | 2014 | 81% | 80% | 68% | 93% | 85% | 92% | 95% |
| School work is challenging | 2010 | 86% | 75% | 82% | 95% | 94% | 98% | – |
| | 2011 | 87% | 72% | 81% | 96% | 92% | – | 97% |
| | 2012 | 87% | 73% | 83% | 96% | 93% | 97% | – |
| | 2013 | 86% | 75% | 78% | 96% | 90% | – | 98% |
| | 2014 | 85% | 72% | 78% | 96% | 93% | 96% | 98% |
| Students clearly understand what they are expected to learn at school | 2010 | 89% | 80% | 59% | 94% | 87% | 98% | – |
| | 2011 | 92% | 80% | 65% | 91% | 88% | – | 95% |
| | 2012 | 90% | 78% | 62% | 94% | 85% | 97% | – |
| | 2013 | 90% | 82% | 62% | 95% | 89% | – | 98% |
| | 2014 | 91% | 79% | 62% | 93% | 80% | 96% | 96% |
| Students feel safe at school | 2010 | 97% | 93% | 89% | 98% | 99% | 100% | – |
| | 2011 | 96% | 93% | 92% | 98% | 99% | – | 99% |
| | 2012 | 97% | 93% | 90% | 98% | 98% | 100% | – |
| | 2013 | 97% | 92% | 91% | 98% | 99% | – | 100% |
| | 2014 | 96% | 93% | 90% | 98% | 99% | 98% | 99% |
| Students feel safe on the way to and from school | 2010 | 97% | 89% | 92% | 84% | 96% | 97% | – |
| | 2011 | 96% | 89% | 91% | 80% | 95% | – | 93% |
| | 2012 | 96% | 92% | 92% | 84% | 95% | 97% | – |
| | 2013 | 96% | 90% | 92% | 84% | 94% | – | 95% |
| | 2014 | 97% | 90% | 92% | 83% | 94% | 98% | 95% |
| Teachers care about students | 2010 | 93% | 92% | 92% | 99% | 99% | 100% | – |
| | 2011 | 94% | 90% | 95% | 100% | 98% | – | 100% |
| | 2012 | 94% | 92% | 94% | 99% | 99% | 100% | – |
| | 2013 | 95% | 91% | 95% | 100% | 98% | – | 100% |
| | 2014 | 92% | 91% | 94% | 100% | 99% | 98% | 100% |
| Teachers are knowledgeable about the subjects they teach | 2010 | 94% | – | – | – | – | – | – |
| | 2011 | 95% | – | – | – | – | – | – |
| | 2012 | 95% | – | – | – | – | – | – |
| | 2013 | 97% | – | – | – | – | – | – |
| | 2014 | 91% | – | – | – | – | – | – |

| Questions | Year | Students | Parents (K-12) | Parents (Severe Special Needs) | Teachers | Board | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|
| At school students treat each other well | 2010 | 96% | 79% | – | 94% | 93% | 100% | – |
| | 2011 | 94% | 80% | – | 93% | 94% | – | 97% |
| | 2012 | 96% | 82% | – | 94% | 92% | 98% | – |
| | 2013 | 95% | 79% | – | 94% | 92% | – | 98% |
| | 2014 | 95% | 82% | – | 96% | 93% | 98% | 99% |
| Students are treated fairly by adults at school | 2010 | 91% | 90% | 88% | 98% | 96% | 100% | – |
| | 2011 | 92% | 89% | 90% | 99% | 97% | – | 100% |
| | 2012 | 93% | 89% | 90% | 99% | 95% | 100% | – |
| | 2013 | 91% | 89% | 91% | 99% | 95% | – | 100% |
| | 2014 | 91% | 92% | 89% | 98% | 96% | 98% | 100% |
| At school students are encouraged to get involved in activities... in the community | 2010 | 77% | 78% | – | 88% | 93% | 97% | – |
| | 2011 | 76% | 75% | – | 86% | 92% | – | 94% |
| | 2012 | 75% | 78% | – | 89% | 91% | 95% | – |
| | 2013 | 75% | 79% | – | 91% | 92% | – | 95% |
| | 2014 | 76% | 77% | – | 90% | 89% | 96% | 95% |
| At school students are encouraged to try their best | 2010 | 96% | 91% | 93% | 99% | 99% | 100% | – |
| | 2011 | 97% | 91% | 95% | 99% | 98% | – | 100% |
| | 2012 | 96% | 91% | 92% | 98% | 99% | 100% | – |
| | 2013 | 96% | 91% | 94% | 98% | 98% | – | 100% |
| | 2014 | 95% | 91% | 93% | 99% | 98% | 98% | 100% |
| At school students follow the rules | 2010 | 70% | 80% | 77% | 91% | 96% | 100% | – |
| | 2011 | 69% | 81% | 77% | 91% | 98% | – | 98% |
| | 2012 | 71% | 82% | 79% | 93% | 94% | 98% | – |
| | 2013 | 71% | 81% | 81% | 92% | 96% | – | 100% |
| | 2014 | 73% | 83% | 78% | 93% | 96% | 100% | 99% |
| At school students help each other | 2010 | 84% | 82% | 79% | 97% | 95% | 100% | – |
| | 2011 | 83% | 85% | 80% | 97% | 97% | – | 99% |
| | 2012 | 84% | 85% | 80% | 97% | 94% | 100% | – |
| | 2013 | 87% | 86% | 79% | 97% | 95% | – | 100% |
| | 2014 | 84% | 85% | 79% | 98% | 95% | 100% | 99% |
| At school students respect each other | 2010 | 80% | 78% | 78% | 92% | 94% | 100% | – |
| | 2011 | 76% | 80% | 78% | 92% | 95% | – | 97% |
| | 2012 | 80% | 80% | 78% | 93% | 94% | 98% | – |
| | 2013 | 80% | 79% | 76% | 93% | 94% | – | 99% |
| | 2014 | 80% | 82% | 77% | 95% | 93% | 96% | 98% |

| Questions | Year | Students | Parents (K-12) | Parents (Severe Special Needs) | Teachers | Board | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|
| There is mutual respect between teachers and students at school | 2010 | 88% | 88% | 87% | 97% | – | – | – |
| | 2011 | 88% | 87% | 90% | 97% | – | – | – |
| | 2012 | 90% | 90% | 89% | 98% | – | – | – |
| | 2013 | 84% | 89% | 90% | 97% | – | – | – |
| | 2014 | 85% | 90% | 90% | 97% | – | – | – |
| There is mutual trust between teachers and students at school | 2010 | 84% | 87% | 86% | 97% | – | – | – |
| | 2011 | 82% | 87% | 89% | 97% | – | – | – |
| | 2012 | 88% | 90% | 89% | 98% | – | – | – |
| | 2013 | 83% | 90% | 89% | 97% | – | – | – |
| | 2014 | 81% | 90% | 88% | 98% | – | – | – |
| It is easy to get help with school work at school if needed | 2010 | 93% | 73% | – | 85% | 87% | 94% | – |
| | 2011 | 92% | 70% | – | 86% | 83% | – | 92% |
| | 2012 | 92% | 73% | – | 87% | 81% | 90% | – |
| | 2013 | 92% | 74% | – | 88% | 84% | – | 94% |
| | 2014 | 91% | 71% | | 85% | 83% | 94% | 92% |
| Students can get help at school with problems that are not related to school work | 2010 | 84% | 70% | – | 87% | 80% | 91% | – |
| | 2011 | 83% | 70% | – | 90% | 76% | – | 90% |
| | 2012 | 83% | 73% | – | 90% | 77% | 88% | – |
| | 2013 | 84% | 70% | – | 90% | 80% | – | 91% |
| | 2014 | 84% | 69% | | 87% | 78% | 91% | 93% |
| When needed, teachers at school are available to help students | 2010 | 94% | 84% | – | 98% | 99% | 98% | – |
| | 2011 | 94% | 86% | – | 98% | 92% | – | 100% |
| | 2012 | 93% | 86% | – | 97% | 90% | 98% | – |
| | 2013 | 94% | 85% | – | 98% | 94% | – | 100% |
| | 2014 | 93% | 84% | | 97% | 93% | 96% | 100% |
| Students respect the diversity among people | 2010 | 89% | 87% | – | 93% | – | – | – |
| | 2011 | 87% | 87% | – | 93% | – | – | – |
| | 2012 | 89% | 86% | – | 92% | – | – | – |
| | 2013 | 87% | 86% | – | 93% | – | – | – |
| | 2014 | 88% | 88% | – | 94% | – | – | – |
| Students take responsibility for their actions | 2010 | 74% | 80% | – | 86% | – | – | – |
| | 2011 | 74% | 80% | – | 86% | – | – | – |
| | 2012 | 77% | 77% | – | 87% | – | – | – |
| | 2013 | 75% | 79% | – | 86% | – | – | – |
| | 2014 | 75% | 79% | – | 87% | – | – | – |

| Questions | Year | Students | Parents (K-12) | Parents (Severe Special Needs) | Teachers | Board | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|
| Students volunteer for activities that help others | 2010 | 74% | 82% | – | 91% | – | – | – |
| | 2011 | 75% | 79% | – | 88% | – | – | – |
| | 2012 | 74% | 79% | – | 90% | – | – | – |
| | 2013 | 78% | 80% | – | 92% | – | – | – |
| | 2014 | 80% | 79% | – | 92% | – | – | – |
| Students are encouraged to participate in school services, such as... | 2010 | 78% | 81% | – | 92% | – | – | – |
| | 2011 | 76% | 81% | – | 91% | – | – | – |
| | 2012 | 77% | 81% | – | 90% | – | – | – |
| | 2013 | 75% | 83% | – | 93% | – | – | – |
| | 2014 | 76% | 84% | – | 91% | – | – | – |
| Students are encouraged to get involved in global issues, such as the environment, ... | 2010 | 83% | 87% | – | 92% | – | – | – |
| | 2011 | 75% | 80% | – | 87% | – | – | – |
| | 2012 | 77% | 78% | – | 88% | – | – | – |
| | 2013 | 74% | 79% | – | 89% | – | – | – |
| | 2014 | 73% | 81% | – | 90% | – | – | – |
| Schools promote physical activity, health and wellness | 2010 | 95% | 91% | – | 96% | 93% | 97% | – |
| | 2011 | 93% | 90% | – | 94% | 94% | – | 100% |
| | 2012 | 92% | 91% | – | 96% | 94% | 98% | – |
| | 2013 | 91% | 92% | – | 96% | 94% | – | 99% |
| | 2014 | 92% | 92% | – | 97% | 95% | 96% | 99% |
| Students are learning about how to stay healthy | 2010 | 83% | 88% | – | 94% | 94% | 98% | – |
| | 2011 | 85% | 86% | – | 92% | 93% | – | 99% |
| | 2012 | 83% | 88% | – | 94% | 92% | 97% | – |
| | 2013 | 79% | 88% | – | 92% | 91% | – | 99% |
| | 2014 | 77% | 87% | – | 94% | 93% | 96% | 99% |
| Students have healthy food choices in the school cafeteria, canteen, vending machines, and ... | 2010 | 66% | 46% | – | 52% | 79% | 88% | – |
| | 2011 | 61% | 52% | – | 52% | 79% | – | 64% |
| | 2012 | 74% | 51% | – | 57% | 74% | 78% | – |
| | 2013 | 75% | 52% | – | 57% | 77% | – | 56% |
| | 2014 | 76% | 56% | – | 68% | 78% | 87% | 77% |
| The gym, playground, and ... at school meet the daily physical activity needs of students | 2010 | 91% | 80% | – | 74% | 71% | 66% | – |
| | 2011 | 87% | 83% | – | 73% | 67% | – | 76% |
| | 2012 | 87% | 83% | – | 74% | 69% | 60% | – |
| | 2013 | 88% | 85% | – | 74% | 71% | – | 78% |
| | 2014 | 91% | 85% | – | 71% | 67% | 79% | 79% |

| Questions | Year | Students | Parents (K-12) | Parents (Severe Special Needs) | Teachers | Board | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|
| Schools are contributing to students' development of intellectual skills | 2010 | 94% | 75% | – | 95% | 86% | 94% | – |
| | 2011 | 95% | 73% | – | 93% | 84% | – | 94% |
| | 2012 | 93% | 76% | – | 94% | 83% | 92% | – |
| | 2013 | 94% | 78% | – | 95% | 88% | – | 94% |
| | 2014 | 92% | 75% | – | 94% | 85% | 94% | 89% |
| Schools are contributing to students' development of social skills | 2010 | 91% | 81% | – | 93% | 81% | 86% | – |
| | 2011 | 93% | 75% | – | 89% | 80% | – | 87% |
| | 2012 | 88% | 82% | – | 92% | 78% | 90% | – |
| | 2013 | 91% | 82% | – | 93% | 84% | – | 91% |
| | 2014 | 89% | 84% | – | 93% | 85% | 91% | 88% |
| Schools are contributing to students' development of physical abilities | 2010 | 93% | 82% | – | 91% | 83% | 88% | – |
| | 2011 | 92% | 81% | – | 92% | 82% | – | 89% |
| | 2012 | 90% | 81% | – | 94% | 86% | 93% | – |
| | 2013 | 91% | 87% | – | 92% | 82% | – | 91% |
| | 2014 | 90% | 85% | – | 92% | 84% | 92% | 90% |
| Schools are contributing to students' development of emotional well-being | 2010 | 86% | 74% | – | 90% | 78% | 68% | – |
| | 2011 | 88% | 74% | – | 89% | 72% | – | 74% |
| | 2012 | 86% | 79% | – | 89% | 73% | 77% | – |
| | 2013 | 88% | 79% | – | 90% | 78% | – | 77% |
| | 2014 | 84% | 80% | – | 90% | 73% | 70% | 72% |
| Students reporting at least one day of physical activity (of at least 30 minutes) at school ... | 2010 | 63% | – | – | 92% | – | – | – |
| | 2011 | 62% | – | – | 86% | – | – | – |
| | 2012 | 58% | – | – | 90% | – | – | – |
| | 2013 | 59% | – | – | 87% | – | – | – |
| | 2014 | 59% | | – | 89% | – | – | – |
| Experience at school is contributing to students' growth in developing clear career goals | 2010 | 89% | – | – | – | – | – | – |
| | 2011 | 88% | – | – | – | – | – | – |
| | 2012 | 88% | – | – | – | – | – | – |
| | 2013 | 84% | – | – | – | – | – | – |
| | 2014 | 80% | – | – | – | – | – | – |
| Subjects learned at school have practical applications in the real world | 2010 | – | – | – | – | – | – | – |
| | 2011 | – | – | – | – | – | – | – |
| | 2012 | 81% | 84% | – | – | – | – | – |
| | 2013 | 79% | 85% | – | – | – | – | – |
| | 2014 | 75% | 83% | – | – | – | – | – |

## *Student Engagement in Learning at Schools*

**Students, parents, teachers, principals, school board trustees, and superintendents held varying perceptions about aspects of student engagement in learning at schools.**

Students, parents, teachers, principals, school board trustees, and superintendents were asked to rate their agreement with a series of statements about student engagement at schools. Overall, in 2014, the majority of respondents (across groups where applicable) agreed that:

- Students are proud of their school (students: 90%),
- Students have a voice in decisions made at their school (students: 71%),
- Students arrive at school ready to learn (73% to 97%),
- Teachers give students the individual attention they require (75% to 94%),
- Hours spent outside of class studying and doing assignments (more than 3 hours per week) (students: 60%),
- Students enjoyed completing a task that required a lot of thinking and mental effort (students: 64%),
- Students asked questions in class or contributed to class discussions (students: 68%),
- Students have the opportunity to take part in classroom discussions and activities (96% to 99%),
- Class work has emphasized understanding information and explaining ideas in their own words (students: 73%),
- Experience at school is contributing to students' growth in thinking deeply and critically (students: 91%),
- Students get recognized for the positive things they do at school (80% to 100%),
- Students are encouraged to express their opinions and engage in an exchange of ideas (92% to 98%),
- Missed school other than for illness (less than 4 times during the school year) (students: 66%),
- Students thought about dropping out of school (never) (students: 86%),
- Students are able to learn in a way that best suits their learning style (68% to 84%),
- Students get the help/support they need to do well/be successful in school (70% to 90%),
- School is helping struggling students keep up in their studies (students: 84%; parents: 66%),
- Teachers help students achieve learning expectations (89% to 100%),
- Students feel comfortable asking questions in class (students: 85%),
- Students get the help they need with reading and writing (students: 95%),

- School provides the learning resources, such as text books, software, audio and video materials, that meet the needs of students (85% to 95%), and
- Services (beyond regular instruction) that help students read and write can be accessed in a timely manner at school when needed (58% to 87%).

The level of agreement on statements related to student engagement in learning at school has remained relatively stable over time for all the respondent groups except for superintendents. Superintendents' agreement that students arrive at school ready to learn has decreased compared to the 2012 result. In addition, their satisfaction regarding services that help students to read and write has increased compared to the 2012 result.

## Table 4: Student Engagement in Learning at Schools

(continued on next three pages)

| Questions | Year | Students | Parents (K-12) | Parents (Severe Special Needs) | Teachers | Board | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|
| Students are proud of their school | 2010 | 90% | — | — | — | — | — | — |
| | 2011 | 90% | — | — | — | — | — | — |
| | 2012 | 90% | — | — | — | — | — | — |
| | 2013 | 90% | — | — | — | — | — | — |
| | 2014 | 90% | — | — | — | — | — | — |
| Students have a voice in decisions made at their school | 2010 | 74% | — | — | — | — | — | — |
| | 2011 | 73% | — | — | — | — | — | — |
| | 2012 | 73% | — | — | — | — | — | — |
| | 2013 | 70% | — | — | — | — | — | — |
| | 2014 | 71% | — | — | — | — | — | — |
| Students arrive at school ready to learn | 2010 | 74% | 94% | 88% | 81% | 87% | 83% | — |
| | 2011 | 71% | 95% | 88% | 80% | 86% | — | 86% |
| | 2012 | 75% | 95% | 90% | 81% | 87% | 90% | — |
| | 2013 | 73% | 95% | 89% | 81% | 89% | — | 89% |
| | 2014 | 73% | 97% | 88% | 80% | 87% | 75% | 85% |
| Teachers give students the individual attention they require | 2010 | 85% | 75% | — | 85% | 87% | 91% | — |
| | 2011 | 85% | 80% | — | 81% | 81% | — | 95% |
| | 2012 | 79% | 75% | — | 75% | 79% | 93% | — |
| | 2013 | 86% | 77% | — | 81% | 81% | — | 95% |
| | 2014 | 82% | 75% | — | 77% | 78% | 91% | 94% |
| Hours spent outside of class studying and doing assignments (more than 3 per week) | 2010 | 57% | — | — | — | — | — | — |
| | 2011 | 55% | — | — | — | — | — | — |
| | 2012 | 60% | — | — | — | — | — | — |
| | 2013 | 57% | — | — | — | — | — | — |
| | 2014 | 60% | — | — | — | — | — | — |
| Students enjoyed completing a task that required a lot of thinking or mental effort | 2010 | 60% | — | — | — | — | — | — |
| | 2011 | 61% | — | — | — | — | — | — |
| | 2012 | 63% | — | — | — | — | — | — |
| | 2013 | 63% | — | — | — | — | — | — |
| | 2014 | 64% | — | — | — | — | — | — |
| Students asked questions in class or contributed to class discussions | 2010 | 71% | — | — | — | — | — | — |
| | 2011 | 71% | — | — | — | — | — | — |
| | 2012 | 71% | — | — | — | — | — | — |
| | 2013 | 69% | — | — | — | — | — | — |
| | 2014 | 68% | — | — | — | — | — | — |

| Questions | Year | Students | Parents (K-12) | Parents (Severe Special Needs) | Teachers | Board | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|
| Students have the opportunity to take part in classroom discussions and activities | 2010 | 99% | – | – | 99% | – | 98% | – |
| | 2011 | 98% | – | – | 100% | 98% | – | 99% |
| | 2012 | 98% | – | – | 100% | 95% | 98% | – |
| | 2013 | 98% | – | – | 99% | 96% | – | 100% |
| | 2014 | 96% | – | – | 99% | 97% | 96% | 99% |
| Class work has emphasized understanding information and explaining ideas in their own words | 2010 | 73% | – | – | – | – | – | – |
| | 2011 | 70% | – | – | – | – | – | – |
| | 2012 | 73% | – | – | – | – | – | – |
| | 2013 | 76% | – | – | – | – | – | – |
| | 2014 | 73% | – | – | – | – | – | – |
| Experience at school is contributing to students' growth in thinking deeply and critically | 2010 | 94% | – | – | – | – | – | – |
| | 2011 | 93% | – | – | – | – | – | – |
| | 2012 | 91% | – | – | – | – | – | – |
| | 2013 | 92% | – | – | – | – | – | – |
| | 2014 | 91% | – | – | – | – | – | – |
| Students get recognized for the positive things they do at school | 2010 | 83% | – | – | 98% | – | 98% | – |
| | 2011 | 83% | – | – | 97% | 97% | – | 99% |
| | 2012 | 84% | – | – | 97% | 98% | 100% | – |
| | 2013 | 83% | – | – | 97% | 97% | – | 100% |
| | 2014 | 80% | – | – | 96% | 97% | 98% | 100% |
| Students are encouraged to express their opinions and engage in an exchange of ideas | 2010 | – | – | – | 98% | – | 95% | – |
| | 2011 | – | – | – | 98% | 93% | – | 100% |
| | 2012 | – | – | – | 98% | 93% | 97% | – |
| | 2013 | – | – | – | 98% | 93% | – | 99% |
| | 2014 | – | – | – | 98% | 93% | 92% | 98% |
| Students missed school other than for illness (less than 4 times during the school year) | 2010 | 59% | – | – | – | – | – | – |
| | 2011 | 65% | – | – | – | – | – | – |
| | 2012 | 65% | – | – | – | – | – | – |
| | 2013 | 66% | – | – | – | – | – | – |
| | 2014 | 66% | – | – | – | – | – | – |
| Students thought about dropping out of school (never) | 2010 | 86% | – | – | – | – | – | – |
| | 2011 | 88% | – | – | – | – | – | – |
| | 2012 | 87% | – | – | – | – | – | – |
| | 2013 | 89% | – | – | – | – | – | – |
| | 2014 | 86% | – | – | – | – | – | – |

| Questions | Year | Students | Parents (K-12) | Parents (Severe Special Needs) | Teachers | Board | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|
| Students are able to learn in a way that best suits their learning style | 2010 | – | – | – | – | – | – | – |
| | 2011 | – | – | – | – | – | – | – |
| | 2012 | 80% | 73% | – | 86% | – | – | – |
| | 2013 | 86% | 73% | 73% | 88% | – | – | – |
| | 2014 | 82% | 70% | 68% | 84% | – | – | – |
| Students get the help/support they need to do well/be successful in school | 2010 | – | – | – | – | – | – | – |
| | 2011 | – | – | – | – | – | – | – |
| | 2012 | 95% | 81% | – | 87% | – | – | – |
| | 2013 | 92% | 82% | 73% | 88% | – | – | – |
| | 2014 | 90% | 80% | 70% | 85% | – | – | – |
| School is helping struggling students keep up in their studies | 2010 | – | – | – | – | – | – | – |
| | 2011 | – | – | – | – | – | – | – |
| | 2012 | 88% | 63% | – | – | – | – | – |
| | 2013 | 85% | 68% | – | – | – | – | – |
| | 2014 | 84% | 66% | – | – | – | – | – |
| Teachers help students achieve learning expectations | 2010 | 95% | 90% | – | 99% | 98% | 100% | – |
| | 2011 | 96% | 91% | – | 99% | 98% | – | 100% |
| | 2012 | 97% | 89% | – | 99% | 98% | 100% | – |
| | 2013 | 93% | 91% | – | 99% | 97% | – | 100% |
| | 2014 | 94% | 89% | – | 99% | 98% | 100% | 100% |
| Students feel comfortable asking questions in class | 2010 | 91% | – | – | – | – | – | – |
| | 2011 | 90% | – | – | – | – | – | – |
| | 2012 | 90% | – | – | – | – | – | – |
| | 2013 | 87% | – | – | – | – | – | – |
| | 2014 | 85% | – | – | – | – | – | – |
| Students get the help they need with reading and writing | 2010 | 94% | – | – | – | – | – | – |
| | 2011 | 96% | – | – | – | – | – | – |
| | 2012 | 96% | – | – | – | – | – | – |
| | 2013 | 95% | – | – | – | – | – | – |
| | 2014 | 95% | – | – | – | – | – | – |
| School provides learning resources, such as text books..., that meet the needs of students | 2010 | 95% | 82% | 84% | 90% | 93% | 95% | – |
| | 2011 | 94% | 90% | 83% | 91% | 87% | – | 94% |
| | 2012 | 94% | 84% | 84% | 90% | 88% | 98% | – |
| | 2013 | 96% | 90% | 85% | 91% | 91% | – | 96% |
| | 2014 | 95% | 88% | 85% | 89% | 88% | 94% | 95% |

| Questions | Year | Students | Parents (K-12) | Parents (Severe Special Needs) | Teachers | Board | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|
| Services (beyond regular instruction) that help students read and write can be accessed in a timely manner | 2010 | – | 63% | – | 57% | 78% | 77% | – |
| | 2011 | – | 64% | – | 60% | 66% | – | 70% |
| | 2012 | – | 61% | – | 57% | 71% | 73% | – |
| | 2013 | – | 72% | – | 61% | 76% | – | 73% |
| | 2014 | – | 66% | – | 58% | 72% | 87% | 75% |

# Preparation of Students

## *Preparation for Lifelong Learning*

**A high proportion of parents and teachers were satisfied that high school students are taught knowledge, skills and attitudes necessary for learning throughout their lifetime.**

Parents of grades 7–12 students and teachers were asked to rate their satisfaction that students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. A high proportion of teachers (90%) and parents (Grade 7–12: 70%) were satisfied that students are taught the knowledge, skills and attitudes necessary for lifelong learning.

**Table 5: Satisfaction that Students are Taught Knowledge, Skills and Attitudes Necessary for Lifelong Learning**

| Question | Year | Parents | Teachers |
|---|---|---|---|
| Students are taught knowledge, skills and attitudes for lifelong learning | 2010 | 74% | 93% |
| | 2011 | 75% | 89% |
| | 2012 | 74% | 91% |
| | 2013 | 75% | 92% |
| | 2014 | 70% | 90% |

**A low proportion of parents, teachers and the public were satisfied that high school students/graduates demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.**

Parents of grades 7–12 students, teachers and the public were asked to rate their satisfaction that high school students/graduates demonstrate knowledge, skills and attitudes necessary for learning throughout their lifetime. About half of the public (53%), parents (Grade 7–12: 59%) and about six in ten teachers (62%) indicated that they were satisfied. Nearly all (93%) students were satisfied that they had the knowledge, skills and attitudes necessary for learning throughout their lifetime.

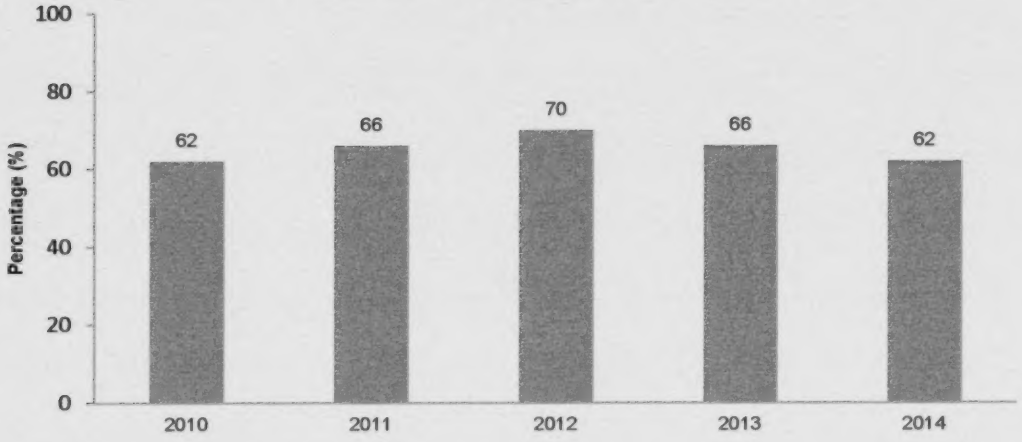
**Table 6: Satisfaction that High School Students Demonstrate Knowledge, Skills and Attitudes Necessary for Lifelong Learning**

| Question | Year | Students | Parents | Teachers | Public |
|---|---|---|---|---|---|
| High school students/graduates demonstrate knowledge, skills and attitudes necessary for lifelong learning | 2010 | 94% | 56% | 70% | 61% |
| | 2011 | 97% | 59% | 65% | 55% |
| | 2012 | 95% | 61% | 65% | 58% |
| | 2013 | 95% | 62% | 68% | 56% |
| | 2014 | 93% | 59% | 62% | 53% |

**Most of the public agreed that high school students are prepared to enter post-secondary education and training.**

When asked to rate their agreement regarding high school graduates' preparedness to enter post-secondary education and training, about six in ten (62%, a decrease from 2012) of the public agreed that high school graduates in Alberta are prepared to enter post-secondary education and training.

**Chart 3: Public Agreement that High School Graduates are Prepared to Enter Post-Secondary Education and Training**

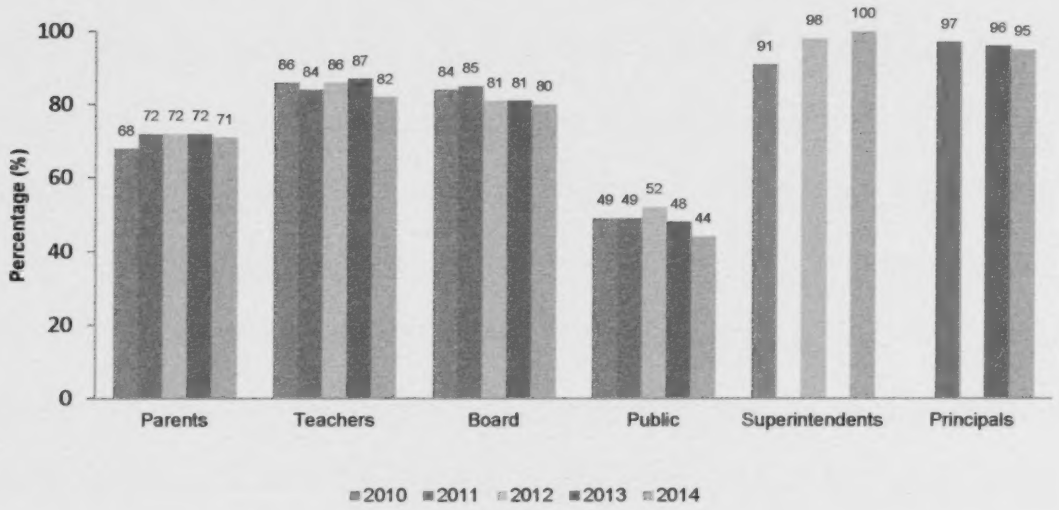


## *Preparation for the Workforce*

**A high proportion of teachers, principals, school board trustees, and superintendents were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Public satisfaction was lower.**

Parents (Grade 7–12), teachers, principals, school board trustees, superintendents, and the public were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. All superintendents (100%), and a high proportion of principals (95%), teachers (82%) and school board trustees (80%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. About seven in ten (71%) parents and less than half of the public (44%, a decrease from 2012) also indicated their satisfaction.

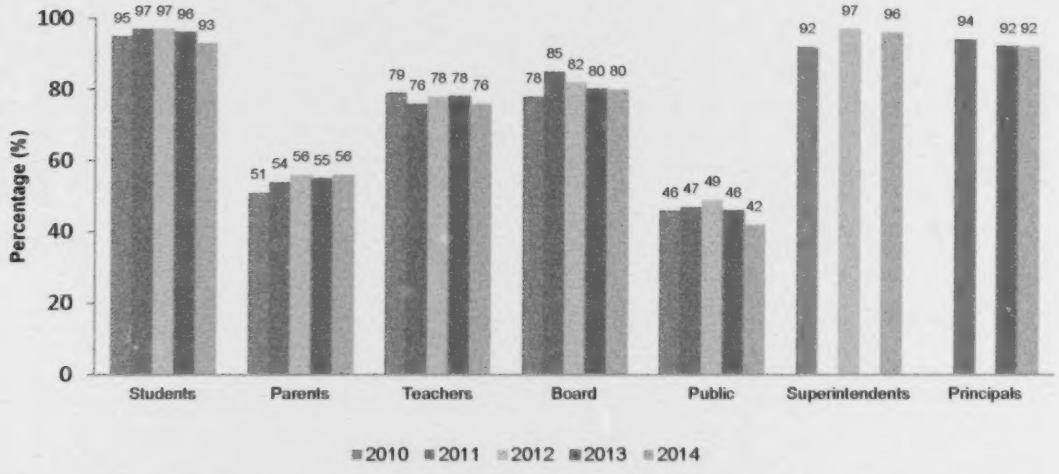
**Chart 4: Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work**



**Satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was high among students, teachers, principals, school board trustees, and superintendents and lower for the public and parent respondent groups.**

A high proportion of superintendents (96%), students (93%), principals (92%), school board trustees (80%) and teachers (76%) were satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, about half of parents (Grade 7–12: 56%) and the public (42%) indicated that they were satisfied.

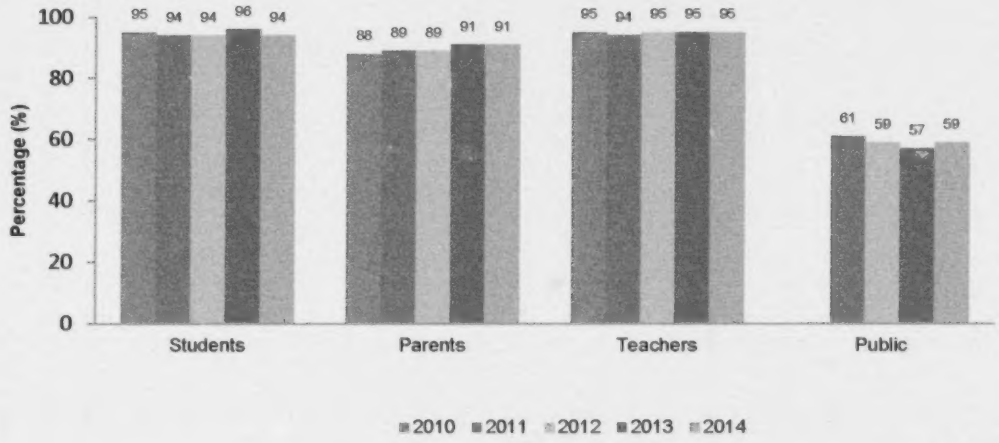
**Chart 5: Satisfaction that Students Demonstrate Attitudes and Behaviors to be Successful at Work**



**Satisfaction that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours was high among students, parents, and teachers compared to the public respondent group.**

A high proportion of teachers (95%), students (94%) and parents (Grade 7-12: 91%), and a lower proportion of the public (59%) were satisfied that school is contributing to development of students' ability to demonstrate positive attitudes and behaviours. This question was asked to students, parents and teachers from 2010, and to the public from 2011.

**Chart 6 : Satisfaction that School is Contributing to the Development of Students' Ability to Demonstrate Positive Attitudes and Behaviours**



**Satisfaction that school is contributing to the development of students' unique skills and abilities varies across respondent groups.**

Students, parents of grades 7-12 students, teachers, and the public were further asked to rate their satisfaction that school is contributing to the development of students' unique skills and abilities. Although the level of satisfaction varied across respondent groups, the majority of respondent groups were satisfied with schools' contribution to the ability to manage information (70% to 93%), learn continuously (73% to 92%), work safely (72% to 98%), work with others towards a common goal (75% to 96%), participate and contribute in projects and tasks (75% to 98%), help in keeping the environment clean (71% to 89%), and make fair decisions (75% to 97%).

Public satisfaction with schools' contribution to the abilities to be honest and ethical in dealing with other people (69%), be adaptable (64%), understand abstract concepts (59%), lead a group or a team (59%), use numbers (53%), think and solve problems (52%), be punctual and finish work on time (49%), communicate (48%), and take responsibilities for own learning (38%) was low compared to student, parent and teacher respondent groups (71% to 95%).

Public (48%), teacher (59%) and parent (65%) satisfaction with schools' contribution to the ability to transition effectively from school to work was low compared to the student (88%) respondent group. Similarly, public (30%), teacher (34%) and parent (59%) satisfaction with the contribution to students' ability to manage money, credit and personal finances was low compared to the student respondent group (70%).

Students' satisfaction that school is contributing to the development of their ability to manage money, credit and personal finances has declined from 2010-2012 results. Teachers' satisfaction that school is contributing to the development of students' ability to use numbers (81%) has decreased from 2010-2013 results. Similarly, teachers' satisfaction regarding students' ability to think and solve problems has decreased from 2010-2011 results. Public satisfaction regarding students' ability to use numbers (53%) has decreased from 2010-2011 results. Similarly, public satisfaction regarding students' ability to be adaptable has decreased from 2011 result.

**Table 7: Satisfaction that School is contributing to the Development of Students' Unique Skills and Abilities**

(continued on next two pages)

| Questions | Year | Students | Parents (K-12) | Teachers | Public |
|---|---|---|---|---|---|
| Ability to use numbers | 2010 | 96% | 83% | 93% | – |
| | 2011 | 94% | 86% | 91% | 66% |
| | 2012 | 96% | 87% | 92% | 63% |
| | 2013 | 94% | 87% | 90% | 59% |
| | 2014 | 93% | 82% | 81% | 53% |
| Ability to think and solve problems | 2010 | 96% | 86% | 91% | – |
| | 2011 | 97% | 87% | 90% | 58% |
| | 2012 | 95% | 87% | 89% | 58% |
| | 2013 | 94% | 88% | 89% | 54% |
| | 2014 | 94% | 81% | 82% | 52% |
| Ability to communicate | 2010 | 96% | 88% | 95% | – |
| | 2011 | 95% | 90% | 95% | 51% |
| | 2012 | 96% | 87% | 95% | 53% |
| | 2013 | 95% | 89% | 95% | 50% |
| | 2014 | 93% | 88% | 92% | 48% |
| Ability to manage information | 2010 | 93% | 85% | 91% | – |
| | 2011 | 95% | 88% | 90% | 72% |
| | 2012 | 94% | 87% | 87% | 74% |
| | 2013 | 95% | 88% | 90% | 71% |
| | 2014 | 93% | 85% | 87% | 70% |
| Ability to take responsibility for own learning | 2010 | 94% | 84% | 80% | – |
| | 2011 | 97% | 85% | 80% | 44% |
| | 2012 | 98% | 80% | 79% | 44% |
| | 2013 | 96% | 84% | 82% | 38% |
| | 2014 | 95% | 86% | 80% | 38% |
| Ability to be adaptable | 2010 | 97% | 89% | 92% | – |
| | 2011 | 96% | 94% | 92% | 72% |
| | 2012 | 98% | 90% | 92% | 70% |
| | 2013 | 94% | 93% | 93% | 67% |
| | 2014 | 93% | 93% | 92% | 64% |
| Ability to learn continuously | 2010 | 94% | 84% | 91% | – |
| | 2011 | 97% | 87% | 88% | 76% |
| | 2012 | 97% | 90% | 89% | 75% |
| | 2013 | 95% | 90% | 93% | 74% |
| | 2014 | 92% | 88% | 89% | 73% |

| Questions | Year | Students | Parents (K-12) | Teachers | Public |
|---|---|---|---|---|---|
| Ability to work safely | 2010 | 100% | 97% | 98% | – |
| | 2011 | 99% | 96% | 99% | 75% |
| | 2012 | 99% | 95% | 97% | 74% |
| | 2013 | 99% | 96% | 98% | 74% |
| | 2014 | 98% | 96% | 98% | 72% |
| Ability to work with others towards a common goal | 2010 | 95% | 92% | 94% | – |
| | 2011 | 96% | 95% | 96% | 79% |
| | 2012 | 96% | 91% | 95% | 78% |
| | 2013 | 94% | 94% | 96% | 75% |
| | 2014 | 94% | 93% | 96% | 75% |
| Ability to participate and contribute in projects and tasks | 2010 | 98% | 93% | 96% | – |
| | 2011 | 98% | 94% | 97% | 81% |
| | 2012 | 97% | 92% | 96% | 80% |
| | 2013 | 96% | 93% | 97% | 77% |
| | 2014 | 96% | 96% | 98% | 75% |
| Ability to transition effectively from school to work | 2010 | 85% | 65% | 64% | – |
| | 2011 | 92% | 70% | 63% | 53% |
| | 2012 | 91% | 68% | 68% | 55% |
| | 2013 | 92% | 70% | 59% | 49% |
| | 2014 | 88% | 65% | 59% | 48% |
| Ability to understand abstract concepts | 2010 | 88% | 79% | 78% | – |
| | 2011 | 89% | 84% | 75% | 62% |
| | 2012 | 87% | 80% | 76% | 60% |
| | 2013 | 89% | 80% | 79% | 62% |
| | 2014 | 86% | 81% | 73% | 59% |
| Ability to be honest and ethical in dealing with other people | 2010 | 94% | 93% | 92% | – |
| | 2011 | 96% | 93% | 92% | 69% |
| | 2012 | 95% | 93% | 90% | 69% |
| | 2013 | 94% | 92% | 93% | 66% |
| | 2014 | 94% | 94% | 95% | 69% |
| Ability to be punctual and finish work on time | 2010 | 88% | 77% | 73% | – |
| | 2011 | 89% | 80% | 72% | 49% |
| | 2012 | 90% | 79% | 73% | 55% |
| | 2013 | 88% | 78% | 72% | 48% |
| | 2014 | 87% | 82% | 71% | 49% |

| Questions | Year | Students | Parents (K-12) | Teachers | Public |
|---|---|---|---|---|---|
| Ability to manage money, credit and personal finances | 2010 | 81% | 56% | 32% | – |
| | 2011 | 81% | 62% | 27% | 29% |
| | 2012 | 81% | 56% | 31% | 30% |
| | 2013 | 76% | 60% | 34% | 31% |
| | 2014 | 70% | 59% | 34% | 30% |
| Ability to lead a group or a team | 2010 | 91% | 79% | 84% | – |
| | 2011 | 92% | 81% | 82% | 63% |
| | 2012 | 91% | 83% | 87% | 62% |
| | 2013 | 90% | 82% | 87% | 59% |
| | 2014 | 88% | 82% | 87% | 59% |
| Ability to help in keeping the environment clean | 2010 | 83% | 89% | 84% | – |
| | 2011 | 83% | 92% | 84% | 75% |
| | 2012 | 82% | 91% | 84% | 73% |
| | 2013 | 82% | 92% | 88% | 72% |
| | 2014 | 84% | 89% | 86% | 71% |
| Ability to make fair decisions | 2010 | 97% | 91% | 96% | – |
| | 2011 | 99% | 94% | 94% | 76% |
| | 2012 | 98% | 93% | 96% | 76% |
| | 2013 | 96% | 94% | 96% | 75% |
| | 2014 | 97% | 95% | 96% | 75% |

**Agreement that students have computer skills necessary to support their studies is high.**

Students, parents of grades 7-12 students, teachers, principals, school board trustees, and superintendents were asked to rate their agreement regarding computer skills and technology learning outcomes of students. The majority of respondent groups agreed that students have computer skills (such as word processing or creating spreadsheets and charts) necessary to support studies (80% to 92%) and create multi-media presentations with sound, pictures and video for their projects/assignments (83% to 91%). The majority of respondent groups (except teachers) also agreed that students have sufficient access to computers at school (75% to 93%) and at home (96%) to do their school work. However, a smaller proportion of teachers agreed that students have sufficient access to computers at school (64%) and at home (73%) to do their school work. The majority of respondent groups also agreed that students use the internet to do research on assignment topics (89% to 100%).

Teachers' agreement that students have sufficient access to computers at school to do their school work (64%) has decreased compared to the 2012 result. Similarly, school board trustees' agreement that students have sufficient access to computers at school to do their school work (80%) has decreased compared to the 2013 result.

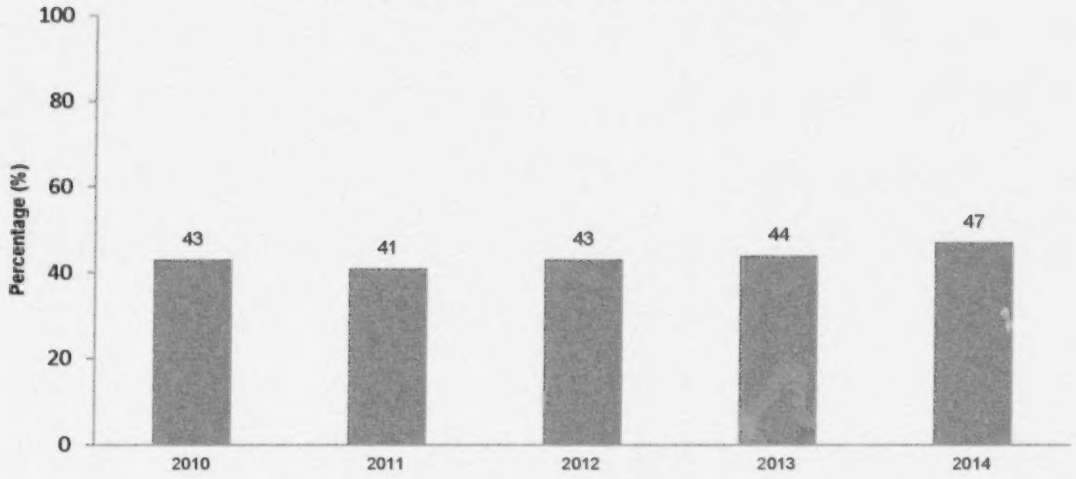
**Table 8: Agreement on Computer Skills and Technology Learning Outcomes**

| Questions | Year | Students | Parents (7-12) | Teachers | Board | Superintendents | Principals |
|---|---|---|---|---|---|---|---|
| Students have computer skills (such as word processing or creating datasheets and charts) necessary to support studies | 2010 | – | – | – | – | – | – |
| | 2011 | – | – | – | – | – | – |
| | 2012 | 92% | 87% | 88% | 94% | 97% | – |
| | 2013 | 88% | 84% | 85% | 92% | – | 89% |
| | 2014 | 86% | 80% | 80% | 85% | 92% | 86% |
| Students have sufficient access to computers at school to do their school work | 2010 | – | – | – | – | – | – |
| | 2011 | – | – | – | – | – | – |
| | 2012 | 95% | 76% | 78% | 91% | 83% | – |
| | 2013 | 95% | 83% | 74% | 93% | – | 79% |
| | 2014 | 93% | 75% | 64% | 80% | 91% | 78% |
| Students have access to computer at home to do their school work | 2010 | – | – | – | – | – | – |
| | 2011 | – | – | – | – | – | – |
| | 2012 | 98% | 96% | 69% | – | – | – |
| | 2013 | 97% | 96% | 70% | – | – | – |
| | 2014 | 96% | 96% | 73% | – | – | – |
| Students have skills to create multimedia presentations for projects/assignments | 2010 | 90% | 75% | 83% | 91% | 91% | – |
| | 2011 | 91% | 82% | 87% | 93% | – | 85% |
| | 2012 | 91% | 83% | 85% | 93% | 95% | – |
| | 2013 | 86% | 80% | 82% | 89% | – | 84% |
| | 2014 | 88% | 85% | 84% | 87% | 91% | 83% |
| Students use the internet to do research on assignment topics | 2010 | 96% | 83% | 97% | 96% | 98% | – |
| | 2011 | 96% | 89% | 96% | 98% | – | 94% |
| | 2012 | 97% | 85% | 96% | 97% | 98% | – |
| | 2013 | 95% | 88% | 96% | 96% | – | 94% |
| | 2014 | 98% | 89% | 95% | 97% | 100% | 95% |

**About half of high school students reported that they hold a part time or full time paying job.**

High school students were asked to indicate their employment status in the survey. About half (47%) of high school students reported that they held a part time or full time paying job in 2014.

**Chart 7: High School Students Holding a Part Time or Full Time Job**




The proportion of high school students who reported that they worked 11 to 20 hours a week has remained stable over time with some fluctuations. Similarly, the proportion of high school students who reported that they worked 10 hours or less, and the proportion of high school students who reported they worked more than 20 hours a week have remained stable over time with some fluctuations.

**Table 9: Breakdown of Number of Hours Worked, Reported by High School Students**

| Year | Average Weekly Hours Worked | | | |
|---|---|---|---|---|
| | 10 hours or less | 11 to 20 hours | More than 20 hours | DK/NA/NR |
| 2010 | 44% | 43% | 12% | 1% |
| 2011 | 45% | 39% | 16% | 1% |
| 2012 | 43% | 43% | 14% | 1% |
| 2013 | 40% | 44% | 16% | 0% |
| 2014 | 46% | 42% | 12% | 0% |

# Communication and Involvement

## *Parental Involvement in Decision Making*

**Most parents, teachers, principals, school board trustees, and superintendents were satisfied with parental involvement in their children's education and in decisions at school.**

A high proportion of parents of K–12 students, teachers, principals, school board trustees, and superintendents indicated that parents are involved a lot or to some extent in the decisions about their children's education (82% to 92%), and that they were satisfied with the opportunity for parental involvement in their children's education (79% to 96%). A high proportion (85%) of students also indicated that their parents are involved a lot or to some extent in decisions about their education.

A high proportion of teachers, principals, school board trustees, and superintendents (77% to 92%), and a relatively lower proportion of parents (K–12: 64%, severe special needs: 64%) indicated that parents are involved a lot or to some extent in decisions at school. A high proportion of teachers, principals, school board trustees, and superintendents (90% to 95%), and a relatively lower proportion of parents (K-12: 80%; severe special needs: 76%) were satisfied with the opportunity for parental involvement in decisions at school. About half of students (48%) indicated that their parents are involved a lot or to some extent in decisions at their school.

A high proportion (90% to 98%) of teachers, principals, school board trustees, and superintendents were satisfied with parental input into decisions at school being considered.

About three-quarters of parents (K-12: 72%; severe special needs: 75%) indicated agreement that the school engages them in a way that helps their child succeed. Similarly, about nine in ten (86%) teachers agreed that school engages parents in a way that helps their child succeed.

Parents of students with severe special needs' agreement that they are involved in decision-making at their child's school has decreased compared to the 2013 result.

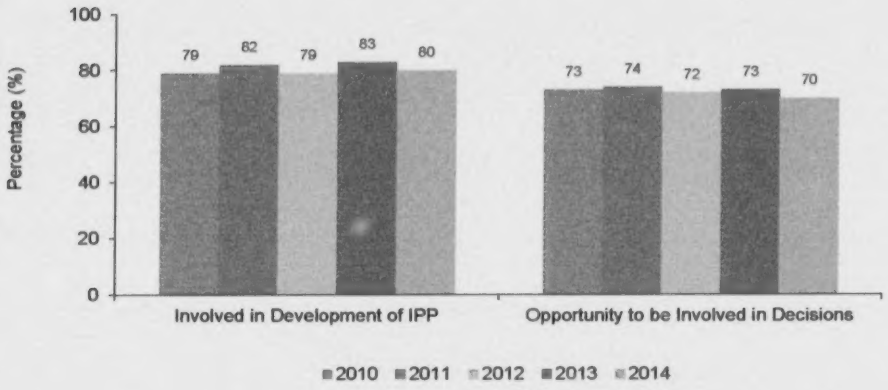
## Table 10: Parental Involvement in Decision Making

| Questions | Year | Students | Parents (K-12) | Parents (Severe Special Needs) | Teachers | Board | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|
| Extent of parental involvement in decisions about child's education | 2010 | 85% | 84% | – | 87% | 88% | 94% | – |
| | 2011 | 81% | 82% | – | 81% | 85% | – | 90% |
| | 2012 | 85% | 85% | – | 83% | 83% | 95% | – |
| | 2013 | 83% | 85% | – | 84% | 86% | – | 88% |
| | 2014 | 85% | 82% | – | 82% | 85% | 92% | 83% |
| Satisfaction with opportunity for parental involvement in decisions about child's education | 2010 | – | 81% | – | 94% | 93% | 95% | – |
| | 2011 | – | 78% | – | 93% | 90% | – | 98% |
| | 2012 | – | 79% | – | 93% | 92% | 95% | – |
| | 2013 | – | 81% | – | 91% | 91% | – | 97% |
| | 2014 | | 79% | – | 92% | 88% | 91% | 96% |
| Extent of parental involvement in decisions at school | 2010 | 48% | 67% | 70% | 85% | 88% | 86% | – |
| | 2011 | 47% | 62% | 66% | 79% | 79% | – | 88% |
| | 2012 | 50% | 63% | 69% | 78% | 82% | 97% | – |
| | 2013 | 46% | 66% | 72% | 80% | 82% | – | 86% |
| | 2014 | 48% | 64% | 64% | 77% | 84% | 92% | 78% |
| Satisfaction with opportunity for parental involvement in decisions at school | 2010 | – | 78% | 81% | 94% | 94% | 94% | – |
| | 2011 | – | 75% | 81% | 92% | 88% | – | 99% |
| | 2012 | – | 77% | 81% | 94% | 91% | 97% | – |
| | 2013 | – | 79% | 81% | 92% | 93% | – | 96% |
| | 2014 | – | 80% | 76% | 92% | 90% | 92% | 95% |
| Satisfaction with parental input into decisions at school being considered | 2010 | – | – | – | 92% | 91% | 95% | – |
| | 2011 | – | – | – | 89% | 88% | – | 100% |
| | 2012 | – | – | – | 91% | 93% | 100% | – |
| | 2013 | – | – | – | 93% | 91% | – | 97% |
| | 2014 | – | – | – | 91% | 90% | 92% | 98% |
| Agreement that school engages parents in a way that helps their child succeed | 2010 | – | – | – | – | – | – | – |
| | 2011 | – | – | – | – | – | – | – |
| | 2012 | – | 69% | – | 88% | – | – | – |
| | 2013 | – | 76% | 76% | 87% | – | – | – |
| | 2014 | – | 72% | 75% | 86% | – | – | – |

**A high proportion of parents of students with severe special needs agreed that they were involved in the development of their child's Individualized Program Plan (IPP), and that they had opportunity for involvement in decisions regarding the support services implemented for their child.**

With respect to their child's Individualized Program Plan (IPP), eight in ten (80%) parents of students with severe special needs agreed that they had been meaningfully involved in the development of the IPP plan. Similarly, seven in ten (70%) of these parents agreed that they had an opportunity to be involved in decisions regarding the support services implemented for their child.

**Chart 8: Parent (Severe Special Needs) Involvement in the Development of IPP and Opportunity for Involvement in Decisions Regarding Services**



**A high proportion of parents of students with severe special needs were satisfied that school provides a program that meets the needs of their child and were satisfied with their child's progress at school.**

At least three-quarters of parents of students with severe special needs indicated their satisfaction with the school program meeting the needs of their child (75%) and with their child's progress at school (77%). They were also satisfied that their child receives the support services he/she needs to be successful in school (72%) and is benefiting from the services being provided (81%).

**Table 11: Parents of Students with Severe Special Needs' Satisfaction with School Program**

| Questions | Year | Parents of Students with Severe Special Needs |
|---|---|---|
| The school provides a program that meets the needs of a child | 2010 | 76% |
| | 2011 | 77% |
| | 2012 | 77% |
| | 2013 | 79% |
| | 2014 | 75% |
| Child's progress in school | 2010 | 80% |
| | 2011 | 80% |
| | 2012 | 78% |
| | 2013 | 79% |
| | 2014 | 77% |
| Child receives the support services he/she needs to be successful in school | 2010 | 73% |
| | 2011 | 75% |
| | 2012 | 72% |
| | 2013 | 77% |
| | 2014 | 72% |
| Child is benefiting from the services being provided | 2010 | 84% |
| | 2011 | 84% |
| | 2012 | 81% |
| | 2013 | 83% |
| | 2014 | 81% |

**In general, parents, teachers, principals, school board trustees, superintendents, and the public were less satisfied that their input is considered by Alberta Education than their input is considered by school boards or schools.**

About eight in ten (79%) superintendents and about two-thirds of principals (65%) and school board trustees (61%, a decrease from 2013) were satisfied that their input into the education of students is considered by Alberta Education. However, a lower proportion of teachers (32%), the public (38%), and parents (K–12: 48%, severe special needs: 54%) were satisfied that their input into the education of students is considered by Alberta Education.

About nine in ten (86%) principals were satisfied that their input into the education of students is considered by their school boards. However, a lower proportion of parents (K–12: 57%, severe special needs: 58%), teachers (58%) and the public (45%) were satisfied that their input into the education of students is considered by their school boards.

A higher proportion of teachers (81%) and parents (K-12: 76%, severe special needs: 74%) were satisfied that their input into the education of students is considered by their school. However, only about half (49%) of the public were satisfied that their input into the education of students is considered by schools in their communities.

**Table 12: Satisfaction that Input into the Education of Students is Considered**

| Questions | Year | Parents (K-12) | Parents (Severe Special Needs) | Teachers | Board | Public | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|
| Satisfaction that their input into the education of students is considered by Alberta Education | 2010 | 46% | 53% | 38% | 58% | 40% | 75% | – |
| | 2011 | 43% | 55% | 38% | 50% | 40% | – | 61% |
| | 2012 | 45% | 57% | 40% | 63% | 47% | 67% | – |
| | 2013 | 50% | 59% | 37% | 69% | 42% | – | 63% |
| | 2014 | 48% | 54% | 32% | 61% | 38% | 79% | 65% |
| Satisfaction that their input into education of students is considered by school board | 2010 | 55% | 56% | 64% | – | 47% | – | – |
| | 2011 | 53% | 58% | 60% | – | 47% | – | 90% |
| | 2012 | 50% | 60% | 58% | – | 51% | – | – |
| | 2013 | 60% | 61% | 58% | – | 46% | – | 89% |
| | 2014 | 57% | 58% | 58% | | 45% | – | 86% |
| Satisfaction that their input into decisions/ education of students is considered by the school | 2010 | 76% | 76% | 84% | – | 52% | – | – |
| | 2011 | 73% | 78% | 83% | – | 54% | – | – |
| | 2012 | 74% | 77% | 80% | – | 55% | – | – |
| | 2013 | 74% | 79% | 81% | – | 52% | – | – |
| | 2014 | 76% | 74% | 81% | | 49% | – | – |

About two-thirds (68%) of students indicated they are involved a lot or to some extent in decisions at their school, and about three-quarters of them (73%) indicated that they are satisfied that their input into decisions at their school is considered.

**Table 13: Students' Involvement in Decisions at School**

| Questions | Students | | | | |
|---|---|---|---|---|---|
| | 2010 | 2011 | 2012 | 2013 | 2014 |
| Extent of involvement in decisions at school | 70% | 68% | 67% | 64% | 68% |
| Satisfaction that input into decision at school is considered | 81% | 74% | 76% | 75% | 73% |

About one-third (35%) of the public indicated that they are involved a lot or to some extent in decisions at schools in their community. Similarly, about two-thirds (67%) of the public were satisfied with the opportunity to be involved in decisions at schools in their community; and about half (49%) were satisfied that their input is considered by the school.

**Table 14: Public Involvement in Decisions at Schools in the Community**

| Questions | Public | | | | |
|---|---|---|---|---|---|
| | 2010 | 2011 | 2012 | 2013 | 2014 |
| Extent of involvement in decisions at schools in the community | 33% | 41% | 40% | 41% | 35% |
| Satisfaction with opportunity to be involved in decisions at schools in the community | 64% | 65% | 64% | 64% | 67% |
| Satisfaction that input into decisions at school is considered | 52% | 54% | 55% | 52% | 49% |

## *Communication with the Public*

**A low proportion of parents, teachers, principals, school board trustees, superintendents and the public agreed that Alberta's education system communicates effectively with the public.**

A low proportion of parents (K–12: 52%, severe special needs: 53%), teachers (52%), school board trustees (59%), superintendents (66%), and principals (67%) agreed that Alberta's education system communicates effectively with the public. Less than half (43%) of the public also agreed that Alberta's education system communicates effectively with the public.

**Table 15: Alberta's Education System Communicates Effectively with the Public**

| Question | Year | Parents (K-12) | Parents (Severe Special Needs) | Teachers | Board | Public | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|
| Alberta's education system communicates effectively with the public | 2010 | 53% | 52% | 58% | 52% | 46% | 75% | — |
| | 2011 | 48% | 55% | 56% | 50% | 46% | — | 67% |
| | 2012 | 47% | 56% | 61% | 62% | 53% | 73% | — |
| | 2013 | 57% | 56% | 59% | 67% | 48% | — | 65% |
| | 2014 | 52% | 53% | 52% | 59% | 43% | 66% | 67% |

# Leadership and Continuous Improvement

## *Improvement in Quality of Education*

**A high proportion of principals, school board trustees and superintendents indicated that the quality of education at schools has improved or stayed the same in the past three years.**

A high proportion of superintendents (98%), school board trustees (89%) and principals (89%) indicated that the quality of education at schools has improved or stayed the same in the past three years. However, a relatively lower proportion of teachers (76%) and parents (Grade 3–12: 73%, severe special needs: 66%) indicated that the quality of education at schools has improved or stayed the same in the past three years.

A high proportion of superintendents (87%), principals (82%) and school board trustees (78%, a decrease from 2010 and 2012) indicated that the quality of the Alberta K–12 system has improved or stayed the same in the past three years. However, a lower proportion of parents (Grade 3–12: 58%, a decrease from 2010 and 2013) and teachers (55%, a decrease from 2010 to 2013) indicated that quality of the Alberta K–12 system has improved or stayed the same in the past three years.

**Table 16: Improvement in Quality of Education in the Past 3 Years**

| Questions | Year | Parents | Parents (Severe Special Needs) | Teachers | Board | Superintendents | Principals |
|---|---|---|---|---|---|---|---|
| Quality of education at school has improved or stayed the same in the past three years | 2010 | 76% | 66% | 81% | 95% | 98% | – |
| | 2011 | 73% | 65% | 77% | 94% | – | 90% |
| | 2012 | 73% | 65% | 80% | 93% | 95% | – |
| | 2013 | 76% | 69% | 79% | 91% | – | 89% |
| | 2014 | 73% | 66% | 76% | 89% | 98% | 89% |
| Quality of the Alberta K–12 system has improved or stayed the same in the past three years | 2010 | 68% | – | 68% | 87% | 92% | – |
| | 2011 | 65% | – | 64% | 79% | – | 85% |
| | 2012 | 63% | – | 69% | 85% | 87% | – |
| | 2013 | 68% | – | 63% | 84% | – | 83% |
| | 2014 | 58% | – | 55% | 78% | 87% | 82% |

**A high proportion of parents, teachers, and school board trustees indicated that key aspects of education have improved or stayed the same in the past three years.**

From 2010, parents of students in grades 3-12, teachers, and school board trustees were asked whether the quality of key aspects of education (engagement of students in school, information about student achievement, communication of plans for school improvement, the school learning environment, and the accountability of school to parents) in their school/schools in the jurisdiction have improved, stayed the same, or declined over the past three years. Overall, in 2014, the majority of respondents across groups indicated that:

- The school learning environment has improved or stayed the same (74% to 93%),
- Engagement of students in school has improved or stayed the same (78% to 94%),
- Information about student achievement has improved or stayed the same (77% to 90%),
- Communication of plans for school improvement has improved or stayed the same (75% to 90%), and
- The accountability of school to parents has improved or stayed the same (74% to 94%),

The proportion of teachers who reported improvement in the school learning environment (74%) has decreased compared to the 2010 and 2012 results.

**Table 17: Improvement in the Quality of Educational Aspects in the Past 3 Years**

| Questions | Year | Parents | Teachers | Board |
|---|---|---|---|---|
| The school learning environment has improved or stayed the same in the past three years | 2010 | 80% | 83% | – |
| | 2011 | 78% | 79% | 91% |
| | 2012 | 77% | 82% | 91% |
| | 2013 | 77% | 80% | 93% |
| | 2014 | 74% | 74% | 93% |
| Engagement of students in school has improved or stayed the same in the past three years | 2010 | 81% | 89% | – |
| | 2011 | 79% | 84% | 94% |
| | 2012 | 76% | 85% | 95% |
| | 2013 | 79% | 84% | 94% |
| | 2014 | 78% | 84% | 94% |
| Information about student achievement has improved or stayed the same in the past three years | 2010 | 82% | 88% | – |
| | 2011 | 80% | 88% | 94% |
| | 2012 | 81% | 91% | 95% |
| | 2013 | 77% | 90% | 94% |
| | 2014 | 77% | 86% | 90% |
| Communication of plans for school improvement has improved or stayed the same in the last three years | 2010 | 72% | 83% | – |
| | 2011 | 73% | 83% | 89% |
| | 2012 | 74% | 83% | 93% |
| | 2013 | 77% | 83% | 91% |
| | 2014 | 75% | 80% | 90% |
| The accountability of school to parents has improved or stayed the same in the last three years | 2010 | 75% | 94% | – |
| | 2011 | 77% | 94% | 95% |
| | 2012 | 74% | 95% | 97% |
| | 2013 | 76% | 94% | 95% |
| | 2014 | 74% | 94% | 92% |

## *Leadership*

**A high proportion of parents and teachers agreed that the leadership at the school and at the jurisdiction level effectively supports and facilitates teaching and learning.**

A high proportion of parents and teachers agreed that the leadership at the school [parents (K-12: 86%, severe special needs: 85%); teachers: 84%] and at the jurisdiction (parents K-12: 80%, teachers: 75%, a decrease from 2010) effectively supports and facilitates teaching and learning.

About three-quarters of superintendents (77%) and school board trustees (71%, an increase from 2011) and a lower proportion of principals (58%), parents (K-12: 53%), public (43%), and teachers (42%, a decrease from 2010 to 2013) agreed that leadership at the provincial level effectively supports and facilitates teaching and learning.

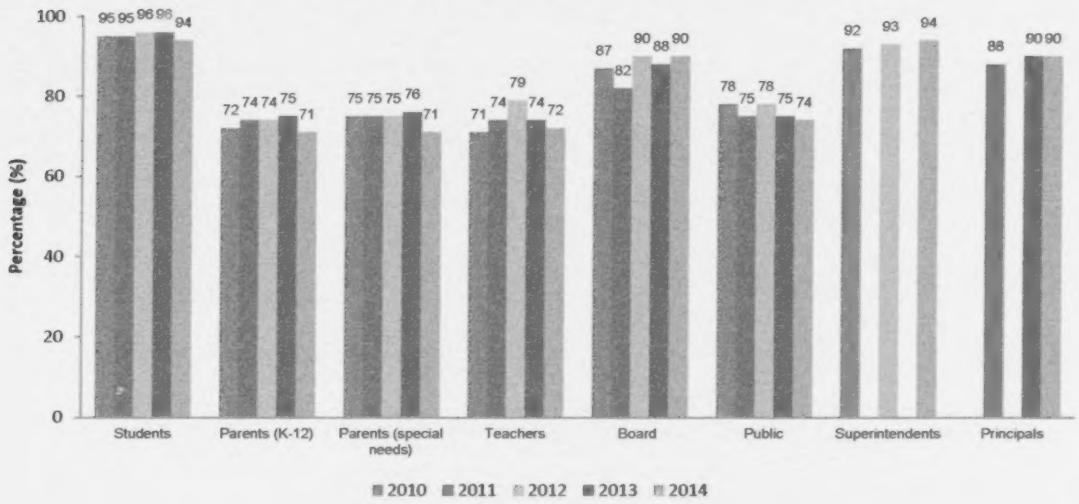
**Table 18: Leadership Effectively Supporting and Facilitating Teaching and Learning**

| Questions | Year | Parents (K-12) | Parents (Severe Special Needs) | Teachers | Board | Public | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|
| Leadership at school effectively supports and facilitates teaching and learning | 2010 | 84% | 87% | 87% | – | – | – | – |
| | 2011 | 87% | 86% | 85% | – | – | – | – |
| | 2012 | 88% | 86% | 86% | – | – | – | – |
| | 2013 | 87% | 85% | 85% | – | – | – | – |
| | 2014 | 86% | 85% | 84% | – | – | – | – |
| Leadership at jurisdiction effectively supports and facilitates teaching and learning | 2010 | 82% | – | 83% | – | – | – | – |
| | 2011 | 77% | – | 79% | – | – | – | – |
| | 2012 | 78% | – | 80% | – | – | – | – |
| | 2013 | 82% | – | 78% | – | – | – | – |
| | 2014 | 80% | – | 75% | – | – | – | – |
| Leadership at provincial level effectively supports and facilitates teaching and learning | 2010 | 55% | – | 55% | 67% | 44% | 89% | – |
| | 2011 | 53% | – | 51% | 59% | 46% | – | 61% |
| | 2012 | 57% | – | 58% | 71% | 53% | 67% | |
| | 2013 | 58% | – | 53% | 76% | 50% | – | 55% |
| | 2014 | 53% | – | 42% | 71% | 43% | 77% | 58% |

**A high proportion of the respondent groups agreed that the highest priority of Alberta's education system is the success of the student.**

A high proportion of students (94%), superintendents (94%), principals (90%), school board trustees (90%, an increase from 2011), public (74%), teachers (72%), and parents (K–12: 71%, severe special needs: 71%) indicated agreement that the highest priority of Alberta's education system is the success of the student.

**Chart 9: Highest Priority of Alberta's Education System is the Success of the Student**



**A high proportion of students, principals, and superintendents agreed that the Alberta education system ensures access to quality education to all students regardless of where they live.**

A high proportion of students (92%), superintendents (81%, an increase from 2010 and 2012) and principals (75%) and a lower proportion of parents (K-12: 69%, severe special needs: 63%), teachers (69%), public (64%), and school board trustees (63%) agreed that Alberta's education system ensures access to quality education to all students regardless of where they live. Similarly, a high proportion of superintendents (94%, an increase from 2010 and 2012), principals (83%), school board trustees (76%) and about half (49%) of the public agreed that Alberta's education system uses research and consultation with Albertans to guide policy decisions.

**Table 19: Agreement on Access to Quality Education and the Use of Research and Consultation**

| Questions | Year | Students | Parents (K-12) | Parents (Severe Special Needs) | Teachers | Board | Public | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|---|
| Alberta's education system ensures access to quality education to all students regardless of where they live | 2010 | 94% | 66% | 62% | 71% | 57% | 67% | 62% | — |
| | 2011 | 93% | 63% | 65% | 73% | 63% | 64% | — | 71% |
| | 2012 | 93% | 65% | 66% | 69% | 68% | 66% | 60% | — |
| | 2013 | 91% | 74% | 68% | 72% | 63% | 65% | — | 67% |
| | 2014 | 92% | 69% | 63% | 69% | 63% | 64% | 81% | 75% |
| Alberta's education system uses research and consultation with Albertans to guide policy decisions | 2010 | — | — | — | — | 70% | 43% | 80% | — |
| | 2011 | — | — | — | — | 65% | 47% | — | 81% |
| | 2012 | — | — | — | — | 76% | 57% | 80% | — |
| | 2013 | — | — | — | — | 81% | 49% | — | 76% |
| | 2014 | — | — | — | — | 76% | 49% | 94% | 83% |

**A high proportion of respondent groups were satisfied with school facilities.**

A high proportion of students (92% to 94%), parents of students with severe special needs (92% to 93%), parents (90% to 92%), the public (89%), and teachers (79%) were satisfied that their school building meets the physical needs of students and that the school building is well maintained. Similarly, a high proportion of students (87% to 90%), parents of students with severe special needs (86% to 89%), parents (85%), superintendents (77% to 85%), principals (83% to 84%), school board trustees (68% to 81%), and teachers (72% to 75%) were satisfied that the equipment and facilities at school meet learning needs of students. A high proportion of students (88%), parents of students with severe special needs (82%), parents (75%), principals (74%) and a relatively lower proportion of teachers (55%), school board trustees (55%) and superintendents (53%) agreed that schools have enough space to meet the learning needs of students.

Superintendents' satisfaction that facilities at school meet learning needs of students (77%) has increased compared to 2010 and 2012 results.

## Table 20: Satisfaction with School Facilities

| Questions | Year | Students | Parents (K-12) | Parents (Severe Special Needs) | Teachers | Board | Public | Superintendents | Principals |
|---|---|---|---|---|---|---|---|---|---|
| School has enough space to meet the learning needs of students | 2010 | 88% | 77% | 80% | 57% | 50% | — | 60% | — |
| | 2011 | 85% | 77% | 85% | 60% | 51% | — | — | 73% |
| | 2012 | 88% | 76% | 83% | 61% | 55% | — | 52% | — |
| | 2013 | 88% | 82% | 84% | 60% | 53% | — | — | 72% |
| | 2014 | 88% | 75% | 82% | 55% | 55% | — | 53% | 74% |
| School building meets the physical needs of students | 2010 | 96% | 92% | 93% | 79% | — | 88% | — | — |
| | 2011 | 95% | 93% | 92% | 77% | — | 84% | — | — |
| | 2012 | 95% | 93% | 93% | 82% | — | 94% | — | — |
| | 2013 | 96% | 92% | 93% | 80% | — | 92% | — | — |
| | 2014 | 94% | 92% | 93% | 79% | — | 89% | — | — |
| School building is well maintained | 2010 | 91% | 90% | 93% | 79% | — | 86% | — | — |
| | 2011 | 90% | 89% | 92% | 77% | — | 85% | — | — |
| | 2012 | 91% | 92% | 94% | 79% | — | 92% | — | — |
| | 2013 | 92% | 92% | 94% | 80% | — | 92% | — | — |
| | 2014 | 92% | 90% | 92% | 79% | — | 89% | — | — |
| Facilities at school meet learning needs of students | 2010 | 90% | 83% | 82% | 72% | 61% | — | 57% | — |
| | 2011 | 90% | 88% | 88% | 73% | 60% | — | — | 81% |
| | 2012 | 93% | 84% | 89% | 72% | 62% | — | 52% | — |
| | 2013 | 91% | 86% | 90% | 78% | 67% | — | — | 83% |
| | 2014 | 90% | 85% | 89% | 75% | 68% | — | 77% | 84% |
| Equipment at school meets learning needs of students | 2010 | 85% | 81% | 83% | 68% | 78% | — | 82% | — |
| | 2011 | 85% | 88% | 87% | 70% | 79% | — | — | 82% |
| | 2012 | 87% | 82% | 87% | 70% | 84% | — | 82% | — |
| | 2013 | 90% | 87% | 87% | 75% | 84% | — | — | 87% |
| | 2014 | 87% | 85% | 86% | 72% | 81% | — | 85% | 83% |

**The majority of superintendents agreed that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers.**

About three-quarters of superintendents (77%) and a relatively lower proportion of school board trustees (65%), principals (64%) and teachers (62%) agreed that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers. A high proportion of principals (89%), superintendents (89%), school board trustees (81%) and a lower proportion of teachers (59%) agreed that professional development opportunities available to teachers effectively addressed professional development needs of teachers. A high proportion of principals and superintendents also agreed that they were able to attract (81% to 89%) and retain (91% to 92%) teachers in their schools and jurisdictions, respectively.

**Table 21: Perception of Recent Bachelor of Education Graduates and Professional Development Opportunities Available for Teachers**

| Questions | Year | Teachers | Board | Superintendents | Principals |
|---|---|---|---|---|---|
| Recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers | 2010 | 67% | 76% | 80% | – |
| | 2011 | 65% | 78% | – | 79% |
| | 2012 | 68% | 75% | 73% | – |
| | 2013 | 67% | 71% | – | 74% |
| | 2014 | 62% | 65% | 77% | 64% |
| Professional development opportunities available to teachers effectively addressed the professional development needs of teachers | 2010 | 73% | 96% | 94% | – |
| | 2011 | 72% | 89% | – | 92% |
| | 2012 | 68% | 86% | 93% | – |
| | 2013 | 69% | 89% | – | 92% |
| | 2014 | 59% | 81% | 89% | 89% |
| Attraction of teachers to school/jurisdiction | 2010 | – | – | 88% | – |
| | 2011 | – | – | – | 86% |
| | 2012 | – | – | 87% | – |
| | 2013 | – | – | – | 85% |
| | 2014 | – | – | 89% | 81% |
| Retention of teachers to school/jurisdiction | 2010 | – | – | 89% | – |
| | 2011 | – | – | – | 91% |
| | 2012 | – | – | 85% | – |
| | 2013 | – | – | – | 92% |
| | 2014 | – | – | 92% | 91% |

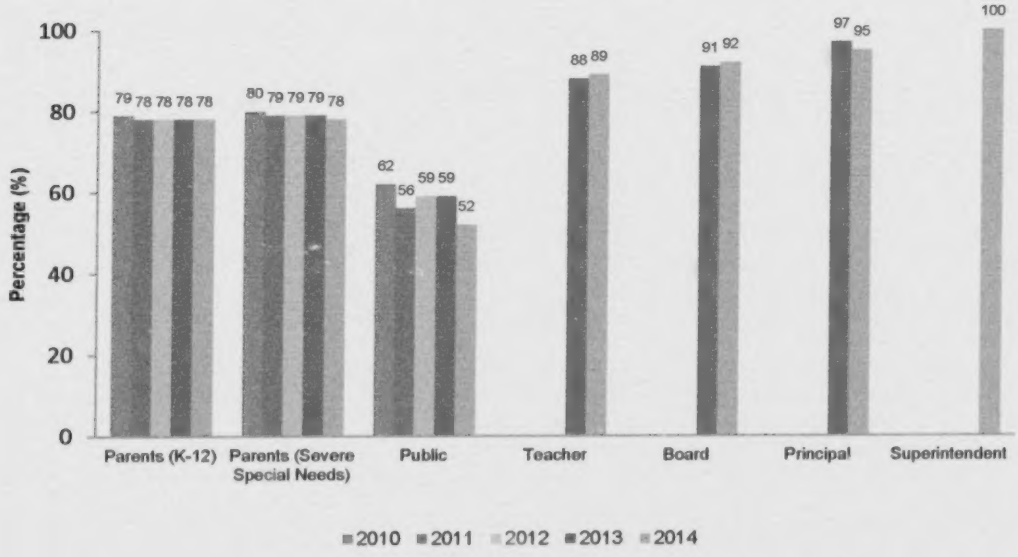
## *Value for Money*

**A high proportion of parents, teachers, principals, school board trustees, superintendents and a low proportion of the public were satisfied with receiving value for money spent in schools.**

All superintendents (100%) and a high proportion of principals (95%), school board trustees (92%), teachers (89%), and parents (K-12: 78%, severe special needs: 78%) reported being satisfied with receiving value for money that is spent in schools. Public satisfaction that they are receiving value for money spent in schools in their community was lower (52%, a decrease from 2010).

Note that this question was asked to teachers, principals and school board trustees only from 2013 and to superintendents only from 2014.

**Chart 10: Value for Money**

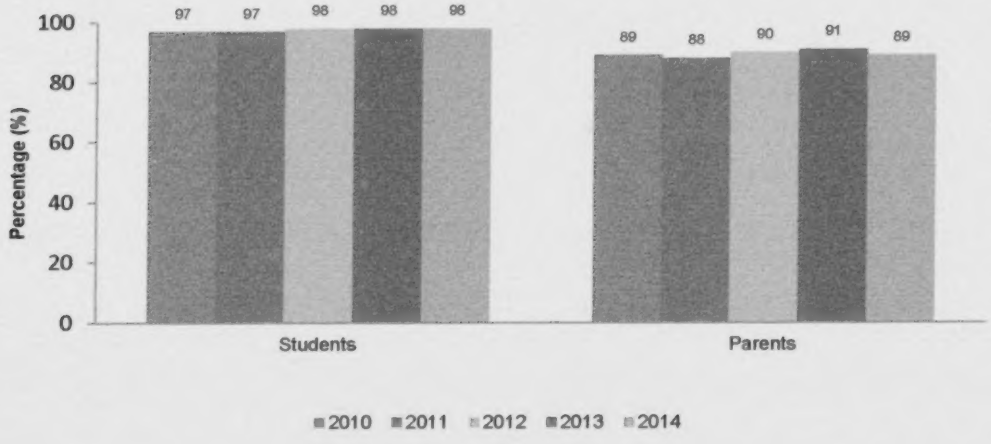


# First Nations, Métis and Inuit (FNMI) Results

**A high proportion of self-identified Aboriginal students and parents of self-identified Aboriginal students were satisfied with the quality of education.**

A high proportion of self-identified Aboriginal students (98%) and parents of self-identified Aboriginal students (89%) surveyed were satisfied with the quality of education at schools.

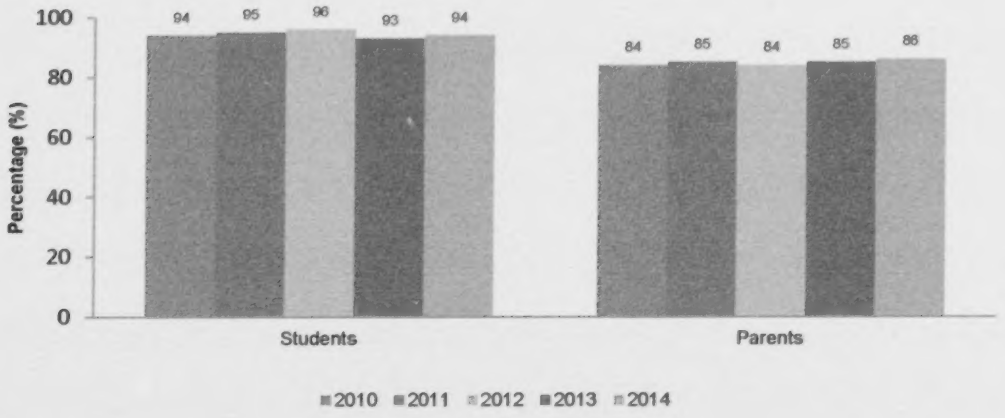
**Chart 11: Satisfaction with Quality of Education (FNMI)**



**Self-identified Aboriginal students and parents of self-identified Aboriginal students expressed a high degree of satisfaction with the quality of teaching.**

A high proportion of self-identified Aboriginal students (94%) and parents of self-identified Aboriginal students (86%) were satisfied with the quality of teaching at schools.

**Chart 12: Satisfaction with Quality of Teaching (FNMI)**



**Self-identified Aboriginal students and parents of self-identified Aboriginal students had varying perceptions about the various aspects of social and learning environments at schools**

Self-identified Aboriginal students and parents of self-identified Aboriginal students were asked to rate their agreement with a series of statements about the social and learning environments at schools. Overall, in 2014, the majority of respondents in the student group and the parent group agreed/were satisfied that:

- Students find school work interesting (students: 79%; parents: 69%),
- Students find school work challenging (students: 78%; parents: 74%),
- Students clearly understand what they are expected to learn at school (students: 91%; parents: 74%),
- Students feel safe at school (students: 95%; parents: 90%),
- Students feel safe on the way to and from school (students: 96%; parents: 88%),
- Teachers care about students (students: 92%; parents: 89%),
- Teachers are knowledgeable about the subjects they teach (students: 95%),
- At school students treat each other well (students: 92%; parents: 73%),
- Students are treated fairly by adults at school (students: 91%; parents: 87%),
- At school students are encouraged to get involved in activities that help people in the community (students: 73%; parents: 74%),
- At school students are encouraged to try their best (students: 95%; parents: 93%),
- At school students follow the rules (students: 66%, an increase from 2010; parents: 78%),
- At school students help each other (students: 79%; parents: 80%),
- At school students respect each other (students: 75%; parents: 70%),
- There is mutual respect between teachers and students at school (students: 83%; parents: 84%),
- There is mutual trust between teachers and students at school (students: 80%; parents: 86%),
- It is easy to get help with school work at school if needed (students: 92%; parents: 69%),
- Students can get help at school with problems that are not related to school work (students: 86%; parents: 72%),
- When needed teachers at school are available to help students (students: 93%; parents: 81%),
- Students respect the diversity among people (students: 84%; parents: 81%),
- Students take responsibility for their actions (students: 71%; parents: 74%),
- Students volunteer for activities that help others (students: 75%; parents: 79%),
- Students are encouraged to participate in school services, such as attending special events or helping in the library (students: 74%; parents: 83%),

- Students are encouraged to get involve in global issues, such as the environment, world hunger, disaster relief (students: 72%, a decrease from 2010; parents: 74%),
- School promotes physical activity, health and wellness (students: 91%; parents: 93%),
- Students are learning about how to stay healthy (students: 80%, a decrease from 2012; parents: 87%),
- Students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events (students: 77%, an increase from 2010; parents: 65%, an increase from 2010, 2011, and 2013),
- The gym, playground, and other facilities such as sports fields and fitness areas at school meet the daily physical activity needs of students (students: 90%; parents: 85%),
- Schools are contributing to students' development of intellectual skills (students: 92%; parents: 74%)
- Schools are contributing to students' development of social skills (students: 87%; parents: 78%),
- Schools are contributing to students' development of physical abilities (students: 90%; parents: 87%),
- Schools are contributing to students' development of emotional well-being (students: 84%; parents: 72%), and
- Students reporting at least one day of physical activity (of at least 30 minutes duration) at school in the past five school days (students: 61%, a decrease from 2013),
- Experience at school is contributing to students' growth in developing clear career goals (students: 85%),
- Subjects learned at school have practical applications in the real world (students: 78%; parents: 77%),
- Students feel comfortable asking questions in class (students: 81%),
- Students get the help they need with reading and writing (students: 96%),
- School provides the learning resources, such as text books, software, audio and video materials, that meet the needs of students (students: 94%; parents: 86%), and
- Services (beyond regular instruction) that help students read and write can be accessed in a timely manner (parents: 71%).

## Table 22: Social and Learning Environment at Schools (FNMI)

(continued on next five pages)

| Questions | Year | Self-identified Aboriginal Students | Parents of Self-identified Aboriginal Students (K-12) |
|---|---|---|---|
| School work is interesting | 2010 | 80% | 71% |
| | 2011 | 79% | 72% |
| | 2012 | 83% | 73% |
| | 2013 | 82% | 73% |
| | 2014 | 79% | 69% |
| School work is challenging | 2010 | 80% | 78% |
| | 2011 | 79% | 77% |
| | 2012 | 81% | 75% |
| | 2013 | 78% | 73% |
| | 2014 | 78% | 74% |
| Students clearly understand what they are expected to learn at school | 2010 | 92% | 76% |
| | 2011 | 92% | 76% |
| | 2012 | 94% | 78% |
| | 2013 | 91% | 80% |
| | 2014 | 91% | 74% |
| Students feel safe at school | 2010 | 94% | 86% |
| | 2011 | 96% | 90% |
| | 2012 | 98% | 90% |
| | 2013 | 97% | 90% |
| | 2014 | 95% | 90% |
| Students feel safe on the way to and from school | 2010 | 94% | 86% |
| | 2011 | 96% | 88% |
| | 2012 | 97% | 87% |
| | 2013 | 96% | 89% |
| | 2014 | 96% | 88% |
| Teachers care about students | 2010 | 91% | 87% |
| | 2011 | 92% | 88% |
| | 2012 | 94% | 88% |
| | 2013 | 93% | 90% |
| | 2014 | 92% | 89% |
| Teachers are knowledgeable about the subjects they teach | 2010 | 92% | — |
| | 2011 | 91% | — |
| | 2012 | 95% | — |
| | 2013 | 93% | — |
| | 2014 | 95% | — |

| Questions | Year | Self-identified Aboriginal Students | Parents of Self-identified Aboriginal Students (K-12) |
|---|---|---|---|
| At school students treat each other well | 2010 | 92% | 69% |
| | 2011 | 95% | 74% |
| | 2012 | 96% | 74% |
| | 2013 | 94% | 73% |
| | 2014 | 92% | 73% |
| Students are treated fairly by adults at school | 2010 | 88% | 82% |
| | 2011 | 89% | 86% |
| | 2012 | 92% | 83% |
| | 2013 | 91% | 87% |
| | 2014 | 91% | 87% |
| At school students are encouraged to get involved in activities that help people in the community | 2010 | 74% | 74% |
| | 2011 | 73% | 71% |
| | 2012 | 76% | 72% |
| | 2013 | 74% | 73% |
| | 2014 | 73% | 74% |
| At school students are encouraged to try their best | 2010 | 96% | 90% |
| | 2011 | 96% | 90% |
| | 2012 | 96% | 91% |
| | 2013 | 96% | 92% |
| | 2014 | 95% | 93% |
| At school students follow the rules | 2010 | 57% | 72% |
| | 2011 | 67% | 75% |
| | 2012 | 70% | 76% |
| | 2013 | 70% | 77% |
| | 2014 | 66% | 78% |
| At school students help each other | 2010 | 76% | 78% |
| | 2011 | 80% | 79% |
| | 2012 | 81% | 79% |
| | 2013 | 81% | 83% |
| | 2014 | 79% | 80% |
| At school students respect each other | 2010 | 70% | 67% |
| | 2011 | 73% | 71% |
| | 2012 | 78% | 71% |
| | 2013 | 75% | 73% |
| | 2014 | 75% | 70% |

| Questions | Year | Self-identified Aboriginal Students | Parents of Self-identified Aboriginal Students (K-12) |
|---|---|---|---|
| There is a mutual respect between teachers and students at school | 2010 | 83% | 78% |
| | 2011 | 85% | 85% |
| | 2012 | 86% | 84% |
| | 2013 | 86% | 87% |
| | 2014 | 83% | 84% |
| There is a mutual trust between teachers and students at school | 2010 | 81% | 78% |
| | 2011 | 81% | 85% |
| | 2012 | 86% | 84% |
| | 2013 | 84% | 87% |
| | 2014 | 80% | 86% |
| It is easy to get help with school work at school if needed | 2010 | 89% | 70% |
| | 2011 | 92% | 71% |
| | 2012 | 93% | 70% |
| | 2013 | 91% | 73% |
| | 2014 | 92% | 69% |
| Students can get help at school with problems that are not related to school work | 2010 | 81% | 68% |
| | 2011 | 80% | 75% |
| | 2012 | 86% | 74% |
| | 2013 | 85% | 74% |
| | 2014 | 86% | 72% |
| When needed, teachers at school are available to help students | 2010 | 92% | 79% |
| | 2011 | 94% | 81% |
| | 2012 | 94% | 84% |
| | 2013 | 94% | 85% |
| | 2014 | 93% | 81% |
| Students respect the diversity among people | 2010 | 81% | 76% |
| | 2011 | 86% | 81% |
| | 2012 | 87% | 81% |
| | 2013 | 85% | 82% |
| | 2014 | 84% | 81% |
| Students take responsibility for their actions | 2010 | 67% | 74% |
| | 2011 | 72% | 78% |
| | 2012 | 76% | 75% |
| | 2013 | 73% | 77% |
| | 2014 | 71% | 74% |

| Questions | Year | Self-identified Aboriginal Students | Parents of Self-identified Aboriginal Students (K-12) |
|---|---|---|---|
| Students volunteer for activities that help others | 2010 | 70% | 76% |
| | 2011 | 71% | 75% |
| | 2012 | 74% | 76% |
| | 2013 | 73% | 79% |
| | 2014 | 75% | 79% |
| Students are encouraged to participate in school services, such as... | 2010 | 78% | 80% |
| | 2011 | 79% | 81% |
| | 2012 | 81% | 80% |
| | 2013 | 79% | 82% |
| | 2014 | 74% | 83% |
| Students are encouraged to get involved in global issues, such as the environment, ... | 2010 | 85% | 81% |
| | 2011 | 75% | 78% |
| | 2012 | 76% | 75% |
| | 2013 | 71% | 75% |
| | 2014 | 72% | 74% |
| Schools promote physical activity, health and wellness | 2010 | 93% | 90% |
| | 2011 | 90% | 90% |
| | 2012 | 94% | 91% |
| | 2013 | 91% | 92% |
| | 2014 | 91% | 93% |
| Students are learning about how to stay healthy | 2010 | 84% | 83% |
| | 2011 | 84% | 88% |
| | 2012 | 90% | 87% |
| | 2013 | 82% | 85% |
| | 2014 | 80% | 87% |
| Students have healthy food choices in the school cafeteria, canteen and vending machines, and at classroom and school events | 2010 | 67% | 52% |
| | 2011 | 72% | 56% |
| | 2012 | 76% | 61% |
| | 2013 | 74% | 54% |
| | 2014 | 77% | 65% |
| The gym and playground at school meet the daily physical activity needs of students | 2010 | 88% | 84% |
| | 2011 | 85% | 84% |
| | 2012 | 85% | 83% |
| | 2013 | 86% | 85% |
| | 2014 | 90% | 85% |

| Questions | Year | Self-identified Aboriginal Students | Parents of Self-identified Aboriginal Students (K-12) |
|---|---|---|---|
| Schools are contributing to students' development of intellectual skills | 2010 | 87% | 70% |
| | 2011 | 92% | 75% |
| | 2012 | 95% | 75% |
| | 2013 | 93% | 79% |
| | 2014 | 92% | 74% |
| Schools are contributing to students' development of social skills | 2010 | 93% | 73% |
| | 2011 | 92% | 79% |
| | 2012 | 94% | 80% |
| | 2013 | 92% | 83% |
| | 2014 | 87% | 78% |
| Schools are contributing to students' development of physical abilities | 2010 | 91% | 79% |
| | 2011 | 93% | 85% |
| | 2012 | 95% | 82% |
| | 2013 | 90% | 87% |
| | 2014 | 90% | 87% |
| Schools are contributing to students' development of emotional well-being | 2010 | 84% | 71% |
| | 2011 | 85% | 79% |
| | 2012 | 90% | 76% |
| | 2013 | 86% | 78% |
| | 2014 | 84% | 72% |
| Students reporting at least one day of physical activity (at least 30 minutes) at school ... | 2010 | 61% | — |
| | 2011 | 64% | — |
| | 2012 | 64% | — |
| | 2013 | 70% | — |
| | 2014 | 61% | — |
| Experience at school is contributing to students' growth in developing clear career goals | 2010 | 88% | — |
| | 2011 | 88% | — |
| | 2012 | 90% | — |
| | 2013 | 89% | — |
| | 2014 | 85% | — |
| Subjects learned at school have practical applications in the real world | 2010 | — | — |
| | 2011 | — | — |
| | 2012 | 83% | 81% |
| | 2013 | 83% | 84% |
| | 2014 | 78% | 77% |

| Questions | Year | Self-identified Aboriginal Students | Parents of Self-identified Aboriginal Students (K-12) |
|---|---|---|---|
| Students feel comfortable asking questions in class | 2010 | 86% | – |
| | 2011 | 88% | – |
| | 2012 | 85% | – |
| | 2013 | 85% | – |
| | 2014 | 81% | – |
| Students get the help they need with reading and writing | 2010 | 95% | – |
| | 2011 | 96% | – |
| | 2012 | 99% | – |
| | 2013 | 96% | – |
| | 2014 | 96% | – |
| School provides learning resources, such as text books..., that meet the needs of students | 2010 | 94% | 86% |
| | 2011 | 94% | 87% |
| | 2012 | 94% | 83% |
| | 2013 | 95% | 89% |
| | 2014 | 94% | 86% |
| Services (beyond regular instruction) that help students read and write can be accessed in a timely manner | 2010 | – | 71% |
| | 2011 | – | 69% |
| | 2012 | – | 67% |
| | 2013 | – | 76% |
| | 2014 | – | 71% |

**Self-identified Aboriginal students and parents of self-identified Aboriginal students held varying perceptions about aspects of student engagement in learning at schools.**

Self-identified Aboriginal students and parents of self-identified Aboriginal students were asked to rate their agreement with a series of statements (where applicable) about student engagement at schools. Overall, in 2014, the majority of students and parents respondents (where applicable) agreed that:

- Students are proud of their school (students: 88%),
- Students have a voice in decisions made at their school (students: 72%),
- Students arrive at school ready to learn (students: 72%; parents: 94%),
- Teachers give students the individual attention they require (students: 81%; parents: 71%),
- Hours spent outside of class studying and doing assignments (more than 3 hours per week) (students: 40%),
- Students enjoyed completing a task that required a lot of thinking and mental effort (students: 61%),
- Students asked questions in class or contributed to class discussions (students: 61%, a decrease from 2010),
- Students have the opportunity to take part in classroom discussions and activities (students: 96%),
- Class work has emphasized understanding information and explaining ideas in their own words (students: 68%),
- Experience at school is contributing to students' growth in thinking deeply and critically (students: 92%),
- Students get recognized for the positive things they do at school (students: 80%),
- Missed school other than for illness (less than 4 times during the school year) (students: 46%),
- Students thought about dropping out of school (never) (students: 74%),
- At school, students are able to learn in a way that best suits their learning styles (students: 85%; parents: 67%),
- Students get the help/support they need to do well/be successful in school (students: 92%; parents: 77%),
- School is helping struggling students keep up in their studies (students: 82%; parents: 67%), and
- Teachers help students achieve learning expectations (students: 92%; parents: 87%).

## Table 23: Student Engagement in Learning at Schools (FNMI)

(continued on next two pages)

| Question | Year | Self-identified Aboriginal Students | Parents of Self-identified Aboriginal Students (K-12) |
|---|---|---|---|
| Students are proud of their school | 2010 | 87% | – |
| | 2011 | 84% | – |
| | 2012 | 90% | – |
| | 2013 | 87% | – |
| | 2014 | 88% | – |
| Students have a voice in decisions made at their school | 2010 | 73% | – |
| | 2011 | 73% | – |
| | 2012 | 78% | – |
| | 2013 | 73% | – |
| | 2014 | 72% | – |
| Students arrive at school ready to learn | 2010 | 69% | 90% |
| | 2011 | 68% | 92% |
| | 2012 | 78% | 93% |
| | 2013 | 74% | 93% |
| | 2014 | 72% | 94% |
| Teachers give students the individual attention they require | 2010 | 81% | 73% |
| | 2011 | 82% | 73% |
| | 2012 | 85% | 71% |
| | 2013 | 83% | 77% |
| | 2014 | 81% | 71% |
| Hours spent outside of class studying and doing assignments (more than 3 per week) | 2010 | 38% | – |
| | 2011 | 41% | – |
| | 2012 | 43% | – |
| | 2013 | 43% | – |
| | 2014 | 40% | – |
| Students enjoyed completing a task that required a lot of thinking or mental effort | 2010 | 62% | – |
| | 2011 | 61% | – |
| | 2012 | 62% | – |
| | 2013 | 66% | – |
| | 2014 | 61% | – |
| Students asked questions in class or contributed to class discussions | 2010 | 69% | – |
| | 2011 | 65% | – |
| | 2012 | 63% | – |
| | 2013 | 60% | – |
| | 2014 | 61% | – |

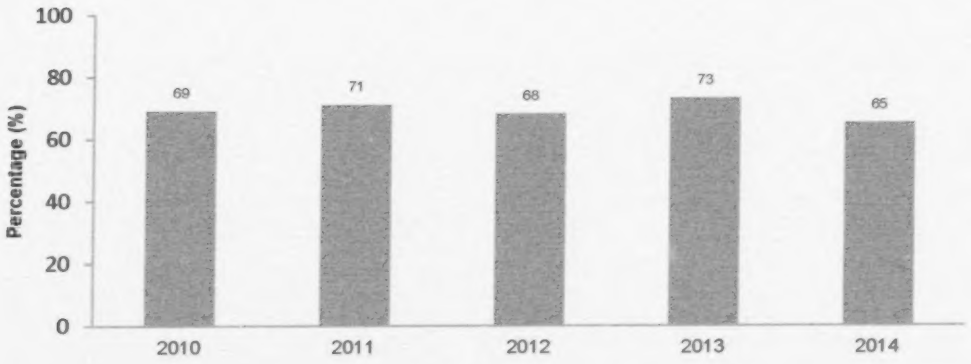
| Question | Year | Self-identified Aboriginal Students | Parents of Self-identified Aboriginal Students (K-12) |
|---|---|---|---|
| Students have the opportunity to take part in classroom discussions and activities | 2010 | 97% | – |
| | 2011 | 95% | – |
| | 2012 | 97% | – |
| | 2013 | 96% | – |
| | 2014 | 96% | – |
| Class work has emphasized understanding information and explaining ideas in their own words | 2010 | 66% | – |
| | 2011 | 71% | – |
| | 2012 | 68% | – |
| | 2013 | 70% | – |
| | 2014 | 68% | – |
| Experience at school is contributing to students' growth in thinking deeply and critically | 2010 | 90% | – |
| | 2011 | 90% | – |
| | 2012 | 93% | – |
| | 2013 | 93% | – |
| | 2014 | 92% | – |
| Students get recognized for the positive things they do at school | 2010 | 81% | – |
| | 2011 | 80% | – |
| | 2012 | 84% | – |
| | 2013 | 82% | – |
| | 2014 | 80% | – |
| Students missed school other than for illness (less than 4 times during the school year) | 2010 | 41% | – |
| | 2011 | 47% | – |
| | 2012 | 43% | – |
| | 2013 | 48% | – |
| | 2014 | 46% | – |
| Students thought about dropping out of school (never) | 2010 | 74% | – |
| | 2011 | 76% | – |
| | 2012 | 79% | – |
| | 2013 | 77% | – |
| | 2014 | 74% | – |
| At school, students are able to learn in a way that best suits their learning style | 2010 | – | – |
| | 2011 | – | – |
| | 2012 | 84% | 67% |
| | 2013 | 86% | 72% |
| | 2014 | 85% | 67% |

| Question | Year | Self-identified Aboriginal Students | Parents of Self-identified Aboriginal Students (K-12) |
|---|---|---|---|
| Students get the help/support they need to do well/be successful in school | 2010 | – | – |
| | 2011 | – | – |
| | 2012 | 95% | 77% |
| | 2013 | 92% | 80% |
| | 2014 | 92% | 77% |
| School is helping struggling students keep up in their studies | 2010 | – | – |
| | 2011 | – | – |
| | 2012 | 85% | 67% |
| | 2013 | 85% | 69% |
| | 2014 | 82% | 67% |
| Teachers help students achieve learning expectations | 2010 | 95% | 86% |
| | 2011 | 93% | 89% |
| | 2012 | 97% | 89% |
| | 2013 | 94% | 86% |
| | 2014 | 92% | 87% |

**About two-thirds of parents of self-identified Aboriginal students were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was much lower.**

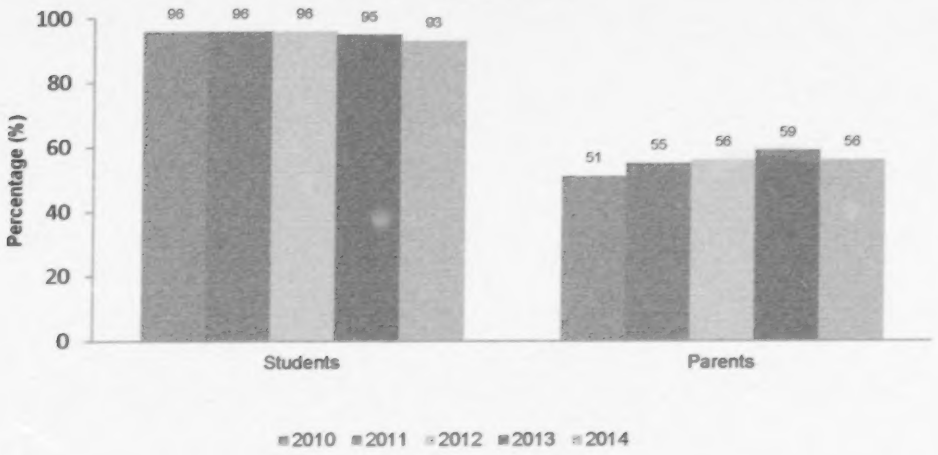
Parents of self-identified Aboriginal students (Grade 7-12) were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. About two-thirds of parents (65%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school.

**Chart 13: Parent Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work (FNMI)**



A low proportion (56%) of parents of self-identified Aboriginal students (Grade 7-12) was satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, self-identified Aboriginal students' satisfaction that they have the attitudes and behaviours to be successful at work when they leave school was very high (93%).

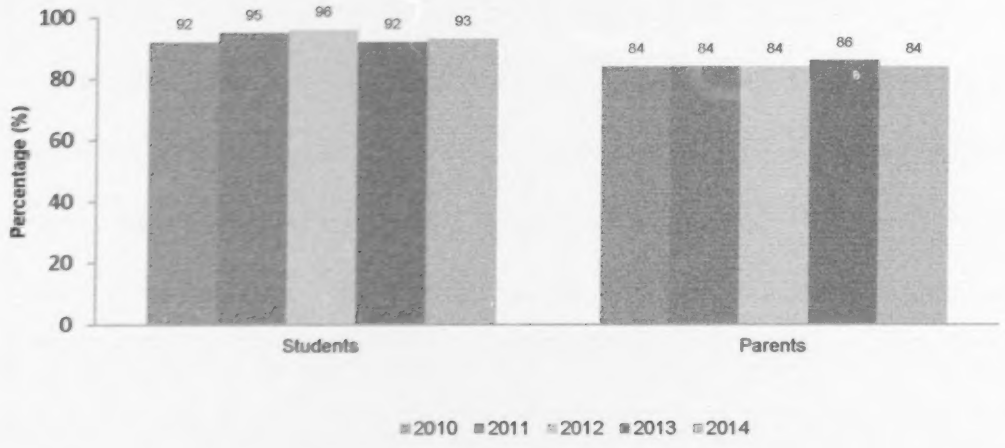
**Chart 14: Satisfaction that Students Demonstrate Attitudes and Behaviours to be Successful at Work (FNMI)**



**Satisfaction that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours was high among both self-identified Aboriginal students and parents of self-identified Aboriginal students.**

A high proportion of self-identified Aboriginal students (93%) and parents of self-identified Aboriginal students (Grade 7-12: 84%) were satisfied that school is contributing to the development of students' ability to demonstrate positive attitudes and behaviours.

**Chart 15 : Satisfaction that School is Contributing to the Development of Students' Ability to Demonstrate Positive Attitudes and Behaviours (FNMI)**



**Satisfaction that school is contributing to the development of students' unique skills and abilities is high among self-identified Aboriginal students and parents of self-identified Aboriginal students.**

Self-identified Aboriginal students and parents of self-identified Aboriginal students (Grade 7-12) were further asked to rate their satisfaction that school is contributing to the development of students' unique skills and abilities. Overall, in 2014, the majority of respondents were satisfied with students' abilities to:

- Use numbers (students: 91%; parents: 72%, a decrease from 2011-2013),
- Think and solve problems (students: 94%; parents: 76%),
- Communicate (students: 91%; parents: 84%),
- Manage information (students: 91%; parents: 79%),
- Take responsibility for their own learning (students: 94%; parents: 77%),
- Be adaptable – work as an individual or within a team (students: 93%; parents: 87%),
- Learn continuously (students: 92%; parents: 84%),
- Work safely (students: 97%; parents: 93%),
- Work with others towards a common goal (students: 93%; parents: 89%),
- Participate and contribute in projects and tasks (students: 93%; parents: 89%),
- Transition effectively from school to work (students: 89%; parents: 64%),
- Understand abstract concepts (students: 87%; parents: 70%, a decrease from 2011),
- Be honest and ethical in dealing with other people (students: 92%; parents: 90%),
- Be punctual and finish work on time (students: 85%; parents: 70%),
- Lead a group or a team (students: 85%; parents: 71%),
- Help in keeping the environment clean (students: 83%; parents: 88%), and
- Make fair decisions (students: 96%; parents: 90%).

Parents (59%) of self-identified Aboriginal students' (Grades 7-12) satisfaction was lowest regarding whether school is contributing to the development of students' ability to manage money, credit and personal finances although about three-quarters of self-identified Aboriginal students (74%) expressed satisfaction on this item.

**Table 24: Satisfaction that School is contributing to the Development of Students' Unique Skills and Abilities (FNMI)**

(continued on next two pages)

| Questions | Year | Self-identified Aboriginal Students | Parents of Self-identified Aboriginal Students (7-12) |
|---|---|---|---|
| Ability to use numbers | 2010 | 92% | 80% |
| | 2011 | 94% | 85% |
| | 2012 | 92% | 83% |
| | 2013 | 93% | 86% |
| | 2014 | 91% | 72% |
| Ability to think and solve problems | 2010 | 95% | 79% |
| | 2011 | 95% | 83% |
| | 2012 | 96% | 80% |
| | 2013 | 94% | 84% |
| | 2014 | 94% | 76% |
| Ability to communicate | 2010 | 96% | 86% |
| | 2011 | 97% | 87% |
| | 2012 | 94% | 84% |
| | 2013 | 95% | 85% |
| | 2014 | 91% | 84% |
| Ability to manage information | 2010 | 93% | 81% |
| | 2011 | 95% | 84% |
| | 2012 | 93% | 81% |
| | 2013 | 93% | 86% |
| | 2014 | 91% | 79% |
| Ability to take responsibilities for own learning | 2010 | 97% | 77% |
| | 2011 | 96% | 82% |
| | 2012 | 95% | 79% |
| | 2013 | 96% | 85% |
| | 2014 | 94% | 77% |
| Ability to be adaptable | 2010 | 95% | 88% |
| | 2011 | 95% | 89% |
| | 2012 | 95% | 88% |
| | 2013 | 95% | 89% |
| | 2014 | 93% | 87% |
| Ability to learn continuously | 2010 | 94% | 86% |
| | 2011 | 95% | 87% |
| | 2012 | 94% | 88% |
| | 2013 | 92% | 88% |
| | 2014 | 92% | 84% |

| Questions | Year | Self-identified Aboriginal Students | Parents of Self-identified Aboriginal Students (7-12) |
|---|---|---|---|
| Ability to work safely | 2010 | 98% | 96% |
| | 2011 | 98% | 93% |
| | 2012 | 98% | 93% |
| | 2013 | 98% | 95% |
| | 2014 | 97% | 93% |
| Ability to work with others towards a common goal | 2010 | 94% | 92% |
| | 2011 | 94% | 92% |
| | 2012 | 96% | 91% |
| | 2013 | 93% | 91% |
| | 2014 | 93% | 89% |
| Ability to participate and contribute in projects and tasks | 2010 | 96% | 93% |
| | 2011 | 96% | 92% |
| | 2012 | 96% | 89% |
| | 2013 | 96% | 93% |
| | 2014 | 93% | 89% |
| Ability to transition effectively from school to work | 2010 | 89% | 64% |
| | 2011 | 93% | 71% |
| | 2012 | 91% | 66% |
| | 2013 | 89% | 70% |
| | 2014 | 89% | 64% |
| Ability to understand abstract concepts | 2010 | 86% | 74% |
| | 2011 | 90% | 82% |
| | 2012 | 89% | 74% |
| | 2013 | 88% | 80% |
| | 2014 | 87% | 70% |
| Ability to be honest and ethical in dealing with other people | 2010 | 93% | 89% |
| | 2011 | 96% | 90% |
| | 2012 | 95% | 89% |
| | 2013 | 94% | 93% |
| | 2014 | 92% | 90% |
| Ability to be punctual and finish work on time | 2010 | 85% | 69% |
| | 2011 | 87% | 71% |
| | 2012 | 90% | 66% |
| | 2013 | 85% | 76% |
| | 2014 | 85% | 70% |

| Questions | Year | Self-identified Aboriginal Students | Parents of Self-identified Aboriginal Students (7-12) |
|---|---|---|---|
| Ability to manage money, credit and personal finances | 2010 | 81% | 62% |
| | 2011 | 83% | 64% |
| | 2012 | 82% | 58% |
| | 2013 | 80% | 63% |
| | 2014 | 74% | 59% |
| Ability to lead a group or a team | 2010 | 87% | 78% |
| | 2011 | 89% | 77% |
| | 2012 | 91% | 76% |
| | 2013 | 88% | 81% |
| | 2014 | 85% | 71% |
| Ability to help in keeping the environment clean | 2010 | 85% | 88% |
| | 2011 | 84% | 89% |
| | 2012 | 85% | 88% |
| | 2013 | 85% | 90% |
| | 2014 | 83% | 88% |
| Ability to make fair decisions | 2010 | 96% | 90% |
| | 2011 | 96% | 89% |
| | 2012 | 97% | 91% |
| | 2013 | 98% | 92% |
| | 2014 | 96% | 90% |

**Agreement that students have computer skills necessary to support their studies is high among self-identified Aboriginal students and parents of self-identified Aboriginal students**

Self-identified Aboriginal students and parents of self-identified Aboriginal students were further asked to rate their agreement regarding computer skills and technology learning outcomes of students. The majority of them agreed that students have computer skills (such as word processing or creating spreadsheets and charts) necessary to support studies (students: 86%; parents: 74%) and create multi-media presentations with sound, pictures and video for their projects/assignments (students: 86%; parents: 71%). The majority of them also agreed that students have sufficient access to computers at school (students: 92%; parents: 77%) and at home (students: 87%; parents: 93%) to do their school work, and use the internet to do research on assignment topics (students: 95%; parents: 86%).

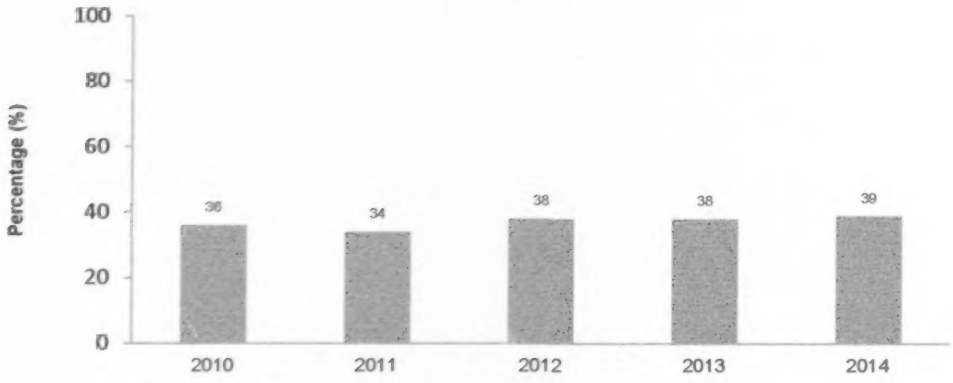
**Table 25: Satisfaction with Computer Skills and Technology Learning Outcomes (FNMI)**

| Questions | Year | Self-identified Aboriginal Students | Parents of Self-identified Aboriginal Students (7-12) |
|---|---|---|---|
| Students have computer skills (such as word processing or creating datasheets and charts) necessary to support studies | 2010 | – | – |
| | 2011 | – | – |
| | 2012 | 92% | 79% |
| | 2013 | 90% | 78% |
| | 2014 | 86% | 74% |
| Students have sufficient access to computers at school to do their school work | 2010 | – | – |
| | 2011 | – | – |
| | 2012 | 96% | 80% |
| | 2013 | 94% | 77% |
| | 2014 | 92% | 77% |
| Students have access to a computer at home to do their school work | 2010 | – | – |
| | 2011 | – | – |
| | 2012 | 90% | 91% |
| | 2013 | 90% | 91% |
| | 2014 | 87% | 93% |
| Students have skills to create multimedia presentations for projects/assignments | 2010 | 88% | 69% |
| | 2011 | 88% | 76% |
| | 2012 | 93% | 74% |
| | 2013 | 91% | 75% |
| | 2014 | 86% | 71% |
| Students use the internet to do research on assignment topics | 2010 | 96% | 84% |
| | 2011 | 96% | 85% |
| | 2012 | 96% | 87% |
| | 2013 | 97% | 85% |
| | 2014 | 95% | 86% |

**About four in ten self-identified Aboriginal high school students reported that they hold a part time or full time paying job.**

Self-identified Aboriginal high school students were asked to indicate their employment status in the survey. About four in ten (39%) self-identified Aboriginal high school students reported that they hold a part time or full time paying job in 2014.

**Chart 16: Self-identified Aboriginal High School Students Holding a Part Time or Full Time Job**




The proportion of self-identified Aboriginal high school students who reported that they worked 11 to 20 hours a week has remained stable over time with minor fluctuations. The proportion of self-identified Aboriginal high school students who reported that they worked 10 hours or less, and the proportion of self-identified Aboriginal high school students who reported they worked more than 20 hours a week have remained stable over time with minor fluctuations.

**Table 26: Breakdown of Number of Hours Worked, Reported by Self-identified Aboriginal High School Students (FNMI)**

| Year | Average Weekly Hours Worked | | | |
|---|---|---|---|---|
| | 10 hours or less | 11 to 20 hours | More than 20 hours | DK/NA/NR |
| 2010 | 32% | 46% | 21% | 2% |
| 2011 | 37% | 43% | 20% | 0% |
| 2012 | 31% | 46% | 22% | 0% |
| 2013 | 34% | 43% | 22% | 1% |
| 2014 | 34% | 46% | 19% | 1% |

**Most parents of self-identified Aboriginal students were satisfied with their involvement in decisions about their child's education.**

A high proportion of parents of self-identified Aboriginal students indicated that they were involved a lot or to some extent in decisions about their child's education (82%), and that they were satisfied with the opportunity for parental involvement in decisions about their child's education (76%). A high proportion (81%) of self-identified Aboriginal high school students also indicated that their parents were involved a lot or to some extent in decisions about their education.

About two-thirds (65%) of parents of self-identified Aboriginal students indicated that parents were involved a lot or to some extent in decisions at their child's school and about three-quarters (74%) of parents were satisfied with the opportunity for parental involvement in decisions at their child's school. About half (52%) of self-identified Aboriginal high school students indicated that their parents were involved a lot or to some extent in decisions at their school.

Seven in ten (70%) parents of self-identified Aboriginal students indicated agreement that the school engages them in a way that helps their child succeed.

**Table 27: Parental Involvement in Decision Making (FNMI)**

| Questions | Year | Self-identified Aboriginal Students | Parents of Self-identified Aboriginal Students (K-12) |
|---|---|---|---|
| Extent of parental involvement in decisions about child's education | 2010 | 77% | 87% |
| | 2011 | 80% | 88% |
| | 2012 | 83% | 85% |
| | 2013 | 83% | 84% |
| | 2014 | 81% | 82% |
| Satisfaction with opportunity for parental involvement in decisions about child's education | 2010 | – | 81% |
| | 2011 | – | 84% |
| | 2012 | – | 80% |
| | 2013 | – | 81% |
| | 2014 | – | 76% |
| Extent of parental involvement in decisions at school | 2010 | 52% | 67% |
| | 2011 | 53% | 68% |
| | 2012 | 57% | 68% |
| | 2013 | 54% | 67% |
| | 2014 | 52% | 65% |
| Satisfaction with opportunity for parental involvement in decisions at school | 2010 | – | 78% |
| | 2011 | – | 80% |
| | 2012 | – | 78% |
| | 2013 | – | 78% |
| | 2014 | – | 74% |
| Agreement that school engages parents in a way that helps their children succeed | 2010 | – | – |
| | 2011 | – | – |
| | 2012 | – | 71% |
| | 2013 | – | 77% |
| | 2014 | – | 70% |

**In general, parents of self-identified Aboriginal students were less satisfied that their input into education of students is considered by Alberta Education or their school board than their input is considered by their child's school.**

About three-quarters (76%) of parents of self-identified Aboriginal students were satisfied that their input into decisions at their child's school is considered. However, a lower proportion of them were satisfied that their input into the education of students is considered by their school board (61%) or by Alberta Education (53%).

**Table 28: Satisfaction that Input into the Education of Students is Considered (FNMI)**

| Questions | Year | Parents of Self-identified Aboriginal Students (K-12) |
|---|---|---|
| Satisfaction that their input into decisions at school is considered | 2010 | 75% |
| | 2011 | 76% |
| | 2012 | 74% |
| | 2013 | 78% |
| | 2014 | 76% |
| Satisfaction that their input into education of students is considered by their school board | 2010 | 58% |
| | 2011 | 64% |
| | 2012 | 59% |
| | 2013 | 62% |
| | 2014 | 61% |
| Satisfaction that their input into the education of students is considered by Alberta Education | 2010 | 51% |
| | 2011 | 58% |
| | 2012 | 53% |
| | 2013 | 56% |
| | 2014 | 53% |

**A high proportion of parents of self-identified Aboriginal students agreed that the leadership at the school and at the jurisdiction effectively supports and facilitates teaching and learning.**

A high proportion of parents of self-identified Aboriginal students (K-12) agreed that the leadership at the school (87%) and jurisdiction (80%) effectively supports and facilitates teaching and learning. However, a relatively lower proportion (60%) agreed that leadership at the provincial level effectively supports and facilitates teaching and learning.

**Table 29: Leadership Effectively Supporting and Facilitating Teaching and Learning (FNMI)**

| Questions | Year | Parents of Self-identified Aboriginal Students (K-12) |
|---|---|---|
| Leadership at school effectively supports and facilitates teaching and learning | 2010 | 85% |
| | 2011 | 85% |
| | 2012 | 85% |
| | 2013 | 88% |
| | 2014 | 87% |
| Leadership at jurisdiction effectively supports and facilitates teaching and learning | 2010 | 78% |
| | 2011 | 81% |
| | 2012 | 80% |
| | 2013 | 84% |
| | 2014 | 80% |
| Leadership at provincial level effectively supports and facilitates teaching and learning | 2010 | 57% |
| | 2011 | 62% |
| | 2012 | 62% |
| | 2013 | 66% |
| | 2014 | 60% |

# Appendix – Research Background and Methodology

## Target Populations and Sampling

The target respondent groups for the 2014 Stakeholder Satisfaction Surveys included the following:

- The general public,
- Parents of students in the K–12 education system,
- Parents of self-identified Aboriginal students,
- Senior high school students,
- Self-identified Aboriginal high school students,
- Parents of students with severe special needs,
- Teachers,
- Principals,
- School board trustees, and
- Superintendents

The sample frames for each target group (with the exception of the general public) were provided to the survey company by Alberta Education. For the student, teacher, and parent surveys, the sample frames were generated randomly by Alberta Education. Contact information for school board trustees, superintendents and principals was also provided by Alberta Education. For the general public survey, a random sample for Alberta by census subdivision was used.

All samples were stratified by geographic location to ensure adequate representation of the population.

## Presentation of Results

For the purposes of this report, data analysis includes presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate.

Regarding the presentation of frequency data, it should be noted that many items on the surveys use four-point response scales such as "very good, good, poor, very poor" or "very satisfied, satisfied, dissatisfied, very dissatisfied" or "strongly agree, agree, disagree, strongly disagree" depending on the question. Although not asked, "don't know/not applicable" and "no response" (refusals) were recorded as well. Results presented in the report represents the combined percentages of respondents who reported "very good/good," "very satisfied/satisfied" or "strongly agree/agree." Thus, in the body of the reports, satisfaction or

agreement refers to these combined percentages. All percentages are rounded to the nearest whole number based on computer-generated analysis.

For each survey, percentages are based on all responses for each item (i.e., "don't know/not applicable" and "no response" are included in the calculations).

## Statistical Accuracy

The following table provides accuracy information about the surveys that were conducted for 2014. The information includes the respondent groups surveyed, and the corresponding sample sizes and confidence intervals for each survey.

**Table 30: Confidence Intervals**

| Target Group | Number of Completions | Margin of Error for 95% Confidence Interval |
|---|---|---|
| Public | 800 | +/-3.5% |
| Parents of K–12 students | 800 | +/-3.5% |
| Parents of self-identified Aboriginal students | 800 | +/-3.5% |
| High school students | 800 | +/-3.5% |
| Self-identified Aboriginal high school students | 800 | +/-3.3% |
| Parents of students with severe special needs | 800 | +/-3.5% |
| Teacher | 800 | +/-3.5% |
| School board trustee* | 347 | +/-3.1% |
| Superintendent* | 53 | +/-7.2% |
| Principal* | 400 | +/-4.3% |

*Accuracy for these samples takes into account the population of the respondent group.